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# THE SCHOOL JOURNAL

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## Specialism and Culture.

By JULIAN W. ABERNETHY, Brooklyn.

Dean Penniman, of the University of Pennsylvania, recently addressed the Schoolmasters' Association of New York upon the possibility of enriching the results of teaching, and he afforded his hearers the peculiar gratification of knowing that one university professor at least believes in teaching culture as well as knowledge. The speaker discreetly refrained from direct criticism of the methods prevailing among his associates in the profession, but impliedly he deprecated with much earnestness the all-absorbing pursuit of knowledge with attendant indifference to culture. Indeed the burden of his address was a plea for recognition in the class-room of the culture value, as well as the practical or scientific value, of every subject of study.

It would seem as if the time had come when we ought without reserve to face the bald truth that three-fourths of the class-rooms of higher education are mere centers for the accumulation and distribution of facts. Even in the lower as well as in the higher departments of educational work fact worship is fundamental to pedagogical doctrine. Everywhere fact is the fetish of the class-room. The mind of the highly specialized departmental instructor is as much bound by this pious devotion to concrete fact as the mind of the mediæval churchman was bound by the superstitious adoration of the mystical power of saint's bones; and it may yet be found that the extremes of learned obfuscation in the days of Duns Scotus were not further removed from the true needs of the human soul than are our modern passions for filling the mind with unassimilable items of information concerning the whole universe. Our Puritan forebears placed the emphasis of education upon the "edification of the spirit," and we now place this emphasis upon the edification of the intellect. Both ideals exclude too much of life, and exhibit too little sanity of judgment in the balancing of educational values.

The scientist has taken possession of the processes of education. The scientific attitude of mind is the only attitude of mind that is regarded as "scholarly." Scientific method is applied to every subject, to history, art, ethics, and poetry, quite as much as to physics and chemistry. The enthusiasm for learning is the "divine afflatus of the truth seeker" with which Huxley was inspired, truth being, according to Huxley, that which can be tested by the retort and crucible. Specialists occupy the instructors' chairs in the higher grades of educational work, and make the text-books for the lower grades. Indeed, their work is the only work that commands the respect of "authority." Fresh from the university, *seminar*, and filled with the zeal of the discoverer that easily magnifies molehills of fact into mountains of significance, they pour forth their technical and esoteric information into the astonished ears of young students, whose minds are totally unprepared for grasping or comprehending the true value of such information. Such teachers, instead of educating, are confounding and paralyzing young minds. Recitations consist of learned talk from the teacher and timid repetition from the pupils of a few unrelated facts that the discouraged memory has been able to seize upon. Specialists are sometimes years in learning the simple pedagogical principle that there is as much

wisdom in knowing what not to teach as in knowing what to teach; and some never learn it at all.

All of this is said not in disparagement of specialism, for progress in knowledge is thru specialism. Moreover, the best teaching ultimately comes from the specialist, but not until the specialist has discovered the true relation of information to instruction. The protest is against the tendency to regard knowledge as an end in itself. Merely to inform the mind of youth is one thing, to instruct it is quite another and much more difficult thing. True teaching is instructing in the application of knowledge to life, and the specialist who is no broader than his specialty, who looks out upon life from a single viewpoint can at best serve only as an instrument for producing the raw material of instruction; but the specialist who adds to the zeal for discovering facts, the passion for realizing ideals, for living a richer, fuller, and finer life by means of his science, is an instructor of the most efficient type.

The clever essayist, Gerald Stanley Lee, remarks that "educated people to-day may be divided into two classes, distracted people and specialists." Both classes are dominated by curiosity. The curiosity of the specialists is concentrated and restrained within the limits of a single subject or professional aim; that of the distracted people is the curiosity that listens with eager ears for the learned gossip of the world. The one class would know everything about something, and the other would know something about everything. Either attempt is fatal to the higher purposes of knowledge, whether in its application to the individual or to society. These two types of mind in the school-room are about equally deplorable. Courses of study are loaded with subjects until the young minds are in a confused whirl with cramming of impressionless details that have no more permanent significance than do the newspaper headings with which we cram our minds twice a day. On the other hand, the specialist would narrow the vision of educational interest to a focal point not far removed from the immanent materiality of everyday life. "The world is too much with us." We are kept too near to earth by the burdensome pursuit of concrete things. It should be the inspiration and the aspiration of the teacher to reveal to young minds a little of the heaven of ideal things.

Science is knowledge, but knowledge is not culture. Whatever affectations or misconceptions may be associated with the term culture, it does connote, for every well-balanced mind, the finer aspects and higher aims of education; and teachers who cannot reach beyond the subject matter of their daily work to culture possibilities and "results are little better, even tho they be 'eminent specialists,' than the mechanical eighteenth century pedagogues of whom Cowper complained:

"Public hackneys in the schooling trade,  
Who feed a pupil's intellect with store  
Of syntax, truly, but with little more."

As a result of the many materializing conditions of life and especially the immoderate adoration which society gives to the millionaire, extravagant emphasis is placed upon the so-called industrial, commercial, "practical" elements of education, and instruction is judged by its money-producing power. So the specialist often attempts to make his specialty practical by making it profitable,

"Grant that the knowledge I get may be the knowledge that is worth having," such, says Matthew Arnold, "is the spirit of the prayer that should rule our education." And by worth we know that he does not mean power to purchase yachts and opera boxes. "Culture," says John Addington Symonds, "is the ability to appreciate the relative value of all kinds of knowledge." It would be well if this definition were inscribed upon the walls of every class-room occupied by a specialist.

"I have been reading a good deal, but not much in the way of knowledge," wrote Edward Fitzgerald, soon after

leaving college. And thus he spent his life in idle musings, a man of taste, gathering the honey-dew of poetry from many lands. His friends thought him mad, because he did not plunge with them into the struggle for wealth and fame; but while they ran their troubled race to an undistinguished finish, he added an immortal classic to the English tongue. He who has learned to extract beauty and sweetness and spiritual delight from the discordant facts of study and experience has been well educated, for he has the power thru the alembic of culture to convert knowledge into life.

## Sidelights on Educational Journalism:

*being certain Autobiographic Confessions by X.*

I have reached an age and for some years have held a position which in some measure warrants my publishing to the educational world a few facts relating to my discovery that there is such an educational world. As I look back upon that relatively distant time I marvel that so utterly ignorant and even misguided a person could have had any standing as not only a scholar, but even as a teacher, for I certainly was working in the dark in enterprises of whose real nature I had no true or whole conception. That this not merely does not exaggerate, but rather understates the real facts, these remarks which are so strange in their substance and spirit as to seem humorous to me now will undoubtedly prove. And yet even then in my "dark ages" I was not altogether daft, as certain preliminary items of my childhood and youth may show.

If I am of any value to my present community, I must attribute this to the fact that I was brought up and have lived most of my life in comparatively large cities. In such a city I went thru the grammar school. It happened that the son of the city superintendent was in my class and that the family lived just across the street from our family. I heard from the boy that his father often went to teachers' meetings in the city, in the state, and "somewheres" else in the United States. I knew that this traveling affected the map in some way. I had even taken several thousand-mile trips with my parents. But just what the city superintendent actually did I certainly never knew or even queried. I do not remember that he ever visited our "school." I did not know until I reached the period of the last grammar year, which was the special year of preparation for the high schools, that there were really any other "schools" in the city, tho I had heard some boys say so. I considered our principal an awful power, as he surely was, for as the result of any fight in our school yard he always gave the vanquished boy a flogging, but expelled the victor from school, until his parents secured re-instatement, how I never knew. I remember at one period that my mother had several errands both to the school and across the street. This was the period when the boys were most vigorously living out our dreams of Indian life, in accordance with the American history text-book. The city superintendent must have been for his day and generation a very progressive man. I was permitted to "skip" four out of eight or nine grammar and primary grades, and took my examination for admission to the aforesaid year before the high school at the mature age of ten. We, in one district, were then all corralled into one school for that grade; my impression is that some eight or ten schools contributed to this central school, where we had departmental teaching. I remember imagining the high school as a tremendously higher institution. I remember also that the principal at the opening of the school year read from the platform of the first school assembly room. I even saw the names of the highest four students out of several hundred in this grade, that all were boys, and that my name was one of them. He told the other boys to study hard and to beat them if possible. This new principal organized a debating club

which met fortnightly. I often took part. Every time I took part, this was at least fifteen times, my side was defeated by the principal's decision. My mortification was unspeakable. Finally, my parents decided to leave the city, just at the end of the school year. I plucked up courage to ask the principal why I was always defeated. His answer appalled me; it was something to the effect that it was a good thing for a smart boy always to be defeated. He said something which probably related to "educational principles."

Of all these teachers, grade and departmental, I remember the personal appearances of only three, and I have never seen any of them again. Very much later, I found that the city superintendent and one of these principals were even then famous men, which would have been nothing of importance to a little boy trying to fight other little boys in studies and with fists at all seasons. At this period I had two insatiable desires, to "learn a lot," whether it was right or wrong, and to get higher marks than any other boy, or else to run faster than a rival, or fight him successfully. This was pure savagery, of course, and I now know that it is not typical of boys.

We then moved to a comparatively small city, where the superintendent read a letter my mother had from the other superintendent—who said he had never heard of the other—but promptly admitted me to the right standing. Here I found a public library which divided my attention with a big river near our house, two rivers in fact. I never saw this superintendent again, but I found the worst school principal it has ever been my fortune either to see, hear of, or meet. He was commonly supposed to be a wonderful scholar. His two marked peculiarities were that he sat down in one chair in a study room at 8:30 A.M., and was believed never to leave it until 4 P.M.; and that he had marvelous accuracy in throwing books, pencils, erasers, even pocket-knives at disorderly pupils. The recess yard was a pandemonium of delight and activity. In the school there was only one other man, a teacher commonly believed to have consumption. At any rate, as a stranger, somewhat younger than the average of the boys in that school, I was put thru all sorts of paces by the boys entirely freed from teacher-supervision, tho I never saw a fight or heard of one in two years anywhere in either school or city. The boys were devotees of outdoor athletics; there were two colleges near-by.

Regarding this city it is a curious fact that these school men had far better reputations in the city than the others to whom I have referred in the former city. I have since known the second city's superintendent to be discharged and unable to find any other professional position. The comparatively poorer city reputation of the other superintendent was no doubt due, as I have since heard, to constant fighting for improvement in the schools.

We moved again, with another letter to the next city superintendent, who laughed at the note to my great discomfiture. He ordered me up to the high school to take another examination for admission. "Why?" I replied; "I passed first two years ago in such-and-such a

city." "Did you? Get a letter and prove it." A telegram by my mother and two days' mail brought the documentary evidence, and the evidence brought a pass. The new city superintendent even said, "Well, I'll try you, even if you have been in so-and-so two years, where you say you belong in the high school. There is not a better superintendent in the country than Mr. Blank." The remark caused a new idea to flash thru my mind, to be utterly forgotten for ten years. The idea was that some city superintendents might actually know each other.

I cannot be too explicit in my report of this city, lest I locate it by characterization. I found by the newspapers that the city superintendent had various "wars" on his hands. Finally he was defeated, but this was after I had been prepared for college by the high school I attended. If there had been no public college preparatory school, I could never have gone to college, for even what money I did have I had usually to earn. My general record was good and I took some prizes for speaking. I did newspaper reporting which brought me in contact with the men who make rumors serve for truth. The politicians, as I have said above, drove out the city superintendent, partly thru the treachery of certain principals, but the man soon secured a much better position. I have since known that he was even then a great force in the educational world.

In college I was drowned by the medieval monasticism of the whole *entourage*. I knew the practical world far better at seventeen than at twenty-one, even tho I had worked in the college and community for my own support. The attitude of nearly every man of the faculty and even of the president, not to say of the tutors, was unforgivably scholastic, individualistic, metaphysical, and anachronistic; but I got a discipline for which I am grateful. I lived in a dream, rudely awakened at last, a few days before commencement, by the president of the great city institution which had agreed to employ my services as a teacher for one year. He said, "Now it's for you to show what you can do, and if you fail it's your own fault." I spent there one year, the most dismal of all my life, lost in petty details of work for pupils whose patronage was a privilege. I even forgot that once in college I had seen an educational paper in the library reading room. The next position I held was an absolute contrast, was altogether out in the world, up-to-date. Here was the tyranny of force, not of criticism. The head of the school meant to prove a certain theory to the world and he did it. So far as I can remember no one of at least a hundred teachers in these two institutions then, took or ever read any educational paper. Both enterprises were competitive against other schools, self-centered and monomaniac in several important features. Discouraged, I decided that I ought to study my specialty more. In that effort I spent two years in post-graduate work, where I will not specify. In those two years I met not one man or woman in Europe or America with the faintest glimmer of the professional idea in education. By means of the specialty I found for a year an opportunity to teach at a compensation higher than I had ever received before or expect to receive again. Its daily teaching was, however, unendurable to me morally. I concluded—think of it!—that my duty was to establish a private normal school on social lines. Yet I had never seen a book on pedagogy. I forgot that for four years once I had lived almost next door to a state normal school and that I despised all primary and grammar and high school teachers because they taught children subjects they the teachers already knew. I still regarded all teachers as extremely inferior mentally as well as socially and financially. I forgot that superintendents even existed. But I made a fairly successful normal school, still standing. This, too, however, was thoroly distasteful. I found that the men who wanted our graduates were always competitive in spirit, "sticklers" for certain devices, or unmannerly. Then I tried a public school principalship, and liked the place except for the flogging

to be done by board of education order. Incidentally I may remark that the city superintendent employed me. I never went to a board meeting and saw only the board visitors assigned to the school. Their advice I found always the worst possible. From this position I rose, by accident, to a far better and larger position. I began to receive sample copies of the school papers. For several months I scarcely opened them. Was not I an expert? Did not I know a certain specialty to the very essence of it? Was not I perfectly successful? I had authority and to spare. One day, however, a man I greatly respected said to me, "Most of the papers are truck, but sometimes you get an idea worth a month's reading." "So!" I thought, "here's one of the great men in the field; perhaps I had better see what is in the papers."

With that came my deliverance. I found the appetite for educational news grew by what it fed on. I found that my failures were other men's failures, and that I could avoid unfortunate experiments by taking advantage of the experiments of others. I found that the really important men and women in teaching knew each other; that certain persons were authorities; that the state and national bureaus really did work; and that there was the beginning of a profession with an individual mission, just as has the law, or the ministry, or medicine. I found that I had hearkened too much to the vulgar ideas of politicians, who represent the social ignorance, not the social culture and aspiration. I found that there is a possibility of power for teachers who are educators, social statesmen, and I began to get back to my boyhood in soul. I took on the fight for the boys that now are—I tried to put public education in competition against private selfishness and inferior social enterprises. Whether I have succeeded or not I must leave my anonymous constituency and conscience to decide, but this much I know, that by the educational press I discovered the New World of social betterment by education. I got keys to interpret certain cryptograms in individual and social character. My wondering reader, the normal school graduate, the trained educational philosopher, may ask how this story can be true, how any man could hold important public office in education and never have read a single line of pedagogical method, history of education, or science of school management. I must answer that I am reciting facts, the facts of school politics, the facts of a revolution in my own life and character. It is just possible that some one may be so curious as to query for what good was the change. This was not a few years ago, but long enough to test the value of the change in many a public controversy and inside-of-the-board struggle. But a man whose feet are on professional *terra firma* and in whose hands are professional weapons of offense and defense, and in whose soul is the assurance thru knowledge that it is a good fight of faith usually won by the faithful goes into this warfare and stands in its battles quite as ready as any or all sorts of opponents, from parents misinformed by imaginative children up to board members with pet theories usually of the past and with personal aims to accomplish, and down to politicians who would add to other political territories the schools as the battlefields for illegitimate money-making or for personal fame as orators or leaders.

The educational paper is full of surprises, takes us out of routine, tells us where we are, gives us many a welcome item of information, personal and professional, gives us a place in the profession, and in the world develops and maintains professional consciousness, consoles us in hours of defeat, and points out lines for new combat. And what free public education most needs to-day is further and better education of the teachers, not in their academic subjects, but in the very things for which the educational journal stands—in the principles of the world-life, in the efforts of the profession itself, in association, and in ideals. For to teachers, not to the public, we are looking for the sources of new educational movements and of new social currents for the betterment of our human kind.

## Preparing a Class to Understand a Masterpiece.

By FRED. A. SMART, MAINE.

Our interest in, or indifference to people we meet for the first time depends largely on what we have heard about them. If we know nothing except their names we find it difficult to discover much about their tastes and experiences, and so we almost invariably forget even their names, faces, and the circumstances of meeting. If, however, friends have talked much to us about some person our greeting to that person is usually, "I have heard so much about you, Mr. X., that I feel acquainted already." Such introductions are rarely forgotten.

Our pupils have similar experiences with whatever we, as teachers, present to them. Whether they meet a new fact with the feeling, "I am not interested in that," or the feeling, "I have been anxious to find out about that," depends upon our methods. To arouse interest in what is coming, so that the student will welcome it, is real teaching, as distinguished from the hearing of recitations. For the study of an English masterpiece this preparation may include five steps.

In the first place, all the knowledge that the pupil can bring to bear on the subject must be recalled. Before reading "Evangeline," for instance, it is not enough that the history of the colonial wars and the geography of the United States and Canada have been studied at some time in the past, any more than it is enough that a battleship going into action has ammunition stored in some neighboring city. The facts, like the ammunition, must be ready for instant use. Lessons spent in reviewing with reference to what will be needed are by no means wasted.

This stock of knowledge must also be increased to meet the demands of the new work. Notes and explanations, after the student has been interrupted by a difficulty, render service too late to be appreciated. A boy will feel that he reads certain lines in "Evangeline" and the accompanying notes merely to find out about the dress of Acadian peasants, unless he learns beforehand about the chaplet of beads, the missal, and the Norman cap, so that he can, as soon as he reads the lines, imagine how Benedict Bellefontaine's daughter looked. Class after class will be bewildered in Milton's Minor Poems, with their wealth of classical allusion, unless Milton's use of mythology is studied before the poems are begun. Then, with the knowledge pre-supposed by the author, the text will become clearer and more enjoyable.

When each lesson is assigned the pupil has a right to know exactly what will be wanted at the next recitation. Ask a bright pupil if he has his Algebra lessons and you will get a "Yes, sir," or "No, sir," clear cut and definite. Ask him if he has his English lesson—I change another writer's words—and the answer will be, "I guess so," "I hope so," "I don't know," seldom a positive "I am sure of it." When the teacher gives out the lesson she knows, or should know, what questions she intends to ask. If the pupils also know, for example, that they will be questioned on pronunciation and meaning of words, or on people and events of a story, the faithful student will be ready and the shiftless student will have no excuse. The zeroes given for "I didn't know we had that," or "I didn't notice that," after the lazy assignment, "Take as far as page so-and-so," belong to the teacher and not to the pupil. Catch questions, except as used to stimulate thought without injury to the pupil's feelings, are entirely out of accord with the command, "Do unto others as ye would that they should do unto you."

One important method of making assignments clear is the use of concentration questions. Are there points that the pupil should notice, but is likely to pass over? Ask questions about such points, not after he has finished, but before he begins studying the lesson. Let him write the questions down and he will search for the answers with all the interest he has for puzzles or conundrums. Questions assigned for voluntary work or for special stu-

dents to answer give the bright pupils the work they need without over-working their duller classmates.

Finally, whatever questions may be asked or information required, each lesson and each work should be studied with one center of interest, determined by the work itself. If the poem or story seems most worthy of attention, as is possibly the case with "Snow-Bound," let the facts of the author's life be studied early and used to increase interest in the poem. If, on the other hand, the author seems more important, as in the case of Scott's works, let the study lead up to a desire to know about the author and to read more of his works.

Good teaching, then, will use the methods of reviewing what the student knows, presenting such new information as will lessen difficulties, assigning definite lessons, using concentration questions, and focusing attention and interest. They not only should enable the student to understand more readily, but should arouse desire for further knowledge, just as a good introduction not only makes it easy to form an acquaintance, but often leads to a desire for, and results in firm friendship.



## The Story of the Ancient Mariner.

(From Coleridge's "The Rime of the Ancient Mariner.")

By EMILY C. CLARK WEBBER, California.

This is the ancient mariner's story:

"We weighed anchor as they were cheering us, and cheerfully we sailed away, out of the harbor, past the little church and the hill and the lighthouse!

"The sun came up upon the left,  
Out of the sea came he!  
And he shone bright and on the right  
Went down into the sea."

"So we kept on our southward course, crossing the equator, where the noonday sun beat directly down upon our heads. On and on to the southward we sailed, and at length came under cool and clouded skies."

"And now the storm-blast came and he  
Was tyrannous and strong;  
He struck with his o'ertaking wings,  
And chased us south along.

"With sloping masts and dipping prow,  
As who pursued with yell and blow  
Still treads the shadow of his foe,  
And forward bends his head,  
The ship drove fast, loud roared the blast,  
And southward aye we fled.

"And now there came both mist and snow,  
And it grew wondrous cold!  
And ice, mast-high, came floating by,  
As green as emerald."

"And the ice cliffs shone white and dreary all about us. No sign of living creature, man or beast or bird, did we see.

"At length, one day an albatross flew near us. We were rejoiced to see it and welcomed it like a friend, and shared our own food with it.

"It stayed with us for nine days and nights, and would come at our call. It brought us luck, too, for all that time the good south wind blew. And then, wicked man that I was, I shot the albatross, the albatross which loved and trusted me."

"The sun now rose upon the right;  
Out of the sea came he,  
Still hid in mist, and on the left  
Went down into the sea."

"The fair breeze blew, the white foam flew,  
The furrow followed free;  
We were the first that ever burst  
Into that silent sea!"

"Then came a change. Not the slightest zephyr stirred. The sails hung useless day after day, and the

hot sun glared down upon the poor seamen. (They had come into the belt of equatorial calms.) As far as we could see was water, and yet we were perishing from thirst. They all blamed me as the cause of our trouble, because I had killed the albatross and brought a curse upon us."

"There passed a weary time. Each throat  
Was parched, and glazed each eye.  
A weary time! a weary time!  
How glazed each weary eye,  
When, looking westward, I beheld  
A something in the sky.  
At first it seemed a little speck,  
And then it seemed a mist;  
It moved and moved, and took at last,  
A certain shape, I wist.  
A speck, a mist, a shape, I wist!  
And still it neared and neared,  
As if it dodged a water-sprite,  
It plunged and tacked and veered.  
With throats unslaked, with black lips baked,  
We could nor laugh nor wail;  
Thru utter drought all dumb we stood!  
I bit my arm, I sucked the blood,  
And cried, A sail! a sail!"

"The men were joyful to hear me call. They drew in their breath, as tho they were drinking blessed water. And then the ship came straight toward us. But—Heaven help us—we saw the strangest sight—the sun was flecked with bars and shone straight thru the ship at us. It was a phantom ship; it drew near, and my heart was cold with terror."

"Fear at my heart, as at a cup  
My life-blood seemed to sip!"

"And then, under the stars and the moon, one by one, down dropped my fellow seamen, dead. And as each died, he cursed me with his eye, and his soul flew past me, sounding like the whiz of my cross-bow. And so I was"

"Alone, alone, all, all alone,  
Alone on a wide, wide sea!  
And never a saint took pity on  
My soul in agony.

"I looked to Heaven, and tried to pray,  
But or ever a prayer had gusht,  
A wicked whisper came and made  
My heart as dry as dust.

"I closed my lids, and kept them close,  
And the balls like pulses beat;  
For the sky and the sea, and the sea and the sky  
Lay like a load on my weary eye,  
And the dead were at my feet."

"And so for seven days and seven nights I lived on, in the midst of these horrors. And then one moonlit night, I watched the water serpents moving about in the water."

"Within the shadow of the ship  
I watched their rich attire:  
Blue, glossy green, and velvet black,  
They coiled and swam, and every track  
Was a flash of golden fire.

"O happy living things! no tongue  
Their beauty might declare;  
A spring of love gushed from my heart  
And I blessed them unaware.  
Sure my kind saint took pity on me,

"And I blessed them unaware."

"The selfsame moment I could pray;  
And from my neck so free  
The Albatross fell off, and sank  
Like lead into the sea."

(And so the Ancient Mariner was delivered. Cruelty to the harmless Albatross had cursed him, now love for these other living creatures, the water-snakes, frees him.)

"Oh Sleep! it is a gentle thing,  
Beloved from pole to pole!  
To Mary, Queen, the praise be given!  
She sent the gentle sleep from heaven  
That slid into my soul."

"And while I was sleeping, it rained. It seemed as tho I had been drinking in my dreams."

"I moved, and could not feel my limbs:  
I was so light—almost.  
I thought that I had died in sleep,  
And was a blessed ghost."

"And now altho no wind filled the sails the ship moved on. A company of kind angels entered the bodies of the dead men so that they rose and began working the ropes. Until the dawning they stayed, and then, gathering about the mast, they sang a parting song."

"Around, around, flew each sweet sound,  
Then darted to the Sun;  
Slowly the sounds came back again,  
Now mixed, now one by one.

"Sometimes a-dropping from the sky  
I heard the skylark sing;  
Sometimes all little birds that are,  
How they seemed to fill the sea and air  
With their sweet jargoning!  
And now 'twas like all instruments,  
Now like a lonely flute;  
And now it is an angel's song  
That makes the heavens be mute.

"It ceased; yet still the sails made on  
A pleasant noise till noon,  
A noise like of a hidden brook  
In the leafy month of June,  
That to the sleeping woods all night  
Singeth a quiet tune.

"Till noon we quietly sailed on,  
Yet never a breeze did breathe;  
Slowly and smoothly went the ship,  
Moved onward from beneath."

"Nine fathom deep under the keel was the spirit from the icy regions we had been in; he made the ship go northward. It went on and on in its even course."

"Swiftly, swiftly flew the ship,  
Yet she sailed softly too;  
Sweetly, sweetly blew the breeze—  
On me alone it blew.

"Oh! dream of joy! is this indeed  
The light-house top I see?  
Is this the hill? Is this the kirk?  
And is this mine own country?"

"And it was my own home land: the bay lay white and peaceful in the moonlight. There was the rock and the dear old kirk. The pilot's boat came out to our ship."

"The boat came closer to the ship,  
But I nor spake nor stirred;  
The boat came close beneath the ship,  
And straight a sound was heard.

"Under the water it rumbled on,  
Still louder and more dread;  
It reached the ship, it split the bay;  
The ship went down like lead.

"Stunned by that loud and dreadful sound,  
Which sky and ocean smote,  
Like one that hath been seven days drowned

My body lay afloat;  
But, swift as dreams, myself I found  
Within the Pilot's boat.

"Upon the whirl, where sank the ship,  
The boat spun round and round;  
And all was still, save that the hill  
Was telling of the sound.

"And now, all in my own country,  
I stood on the firm land!  
The Hermit stepped forth from the boat,  
And scarcely he could stand.

"O shrieve me, shrieve, holy man!"  
The Hermit crossed his brow.  
"Say quick," quoth he, "I bid thee say—  
What manner of man art thou?"

"Forthwith this frame of mine was wrenched  
With a woeful agony,  
Which forced me to begin my tale;  
And then it left me free.

"My soul hath been  
Alone on a wide, wide sea!  
So lonely 'twas that God himself  
Scarce seemed there to be.

"O sweeter than the marriage feast,  
'Tis sweeter far to me,  
To walk together to the kirk  
With a goodly company!

"To walk together to the kirk,  
And all together pray,  
While each to his great Father bends,  
Old men and babes, and loving friends,  
And youths and maidens gay!]

"He prayeth well, who loveth well  
Both man and bird and beast.

"He prayeth best, who loveth best  
All things both great and small;  
For the dear God who loveth us,  
He made and loveth all."



## History and Civics at School.

By H. B. NIVER, P. S. No. 23, Brooklyn.

The correct presentation of these subjects is in accordance with the principles of induction and deduction which prevail in the teaching of any science. The proper office of the teacher is to present groups of related facts which converge into general laws and serve to explain existing conditions. It has not yet become unnecessary to warn teachers that the mere acquisition of facts is of no value as training, unless accompanied by a rational knowledge of their causes, relations, and consequences.

The story of De Leon's search for the "Fountain of Youth" is in itself a comparatively meaningless tale; but if we consider its relation to the search for the "Seven Cities" and "El Dorado" and to other romantic adventures of the period, it will help to give us a vivid picture of the age when romance and reality were the same, and credulity usurped the place of reason, as well as to explain the Spanish occupation of Florida and the Southwest. A study of canal building in the United States from 1820-1830, would be utterly lacking in point and application unless viewed in its relations to the period of business depression following the War of 1812, to emigration to the West, to natural routes, and the cost of transportation.

This massing of facts in their logical relations economizes mental effort, spurs interest and assists retention. This method is equally applicable to historical geography and civics. Our territorial accessions and our boundaries sum up the results of wars, treaties, and diplomatic

struggles. Our courts, Congress, governors, and mayors are the results of a long series of historical antecedents. Our financial policy, our bonds and money, our economic and industrial development may be comprehended only by the study of certain well defined groups of historical facts and conditions.

To a mind thus trained to see the relations of things, the mention of one central fact calls up a host of related concepts, and the powers of reasoning and of judgment are called into exercise. By a wise selection of facts and methods in accordance with the laws of association and memory, it is possible not only to train the pupil to think and remember according to the logical relations of things, but also to do it with the greatest economy of time and effort.

The important considerations then in planning and conducting a course of historical study are first, the choice of facts; and second, the method of presenting them. The choice of facts will depend on the end we have in view. If this end be to train the future voter to be an active and intelligent participant in the social and political questions which may confront him, we shall have a basis narrow enough for the selection of subject matter. We shall need not only to awaken the pupil's interest and train him to intelligent self-direction, but also to arouse a responsibility for the discharge of the duties of citizenship. Memorizing the leading facts of American history will not accomplish these things; a knowledge of the time and sequence of events will not do it.

Our historical study, if it is to impress the pupil deeply, must be intensive; not the careless handling of all the facts the book contains, is wanted, but the careful examination and interpretation of a part of them. The majority of our grammar school pupils must obtain their knowledge of politics, of political economy and finance, and of government from their study of the history of the United States, and they should obtain much of it while they are studying the facts of this history.

Having in view, then, the training of the future citizen, we can make an intelligent selection of topics for our course of study. Not by taking them from the table of contents of a text-book for the sake of the chronological arrangement, but by grouping them in accordance with their *logical* interdependence and by making such a choice as shall be efficient in bringing about the result desired. It is necessary and desirable that the pupil have some knowledge of the sequence of events in American history. A general perspective of the field in which one is working is indispensable. But if there is properly directed historical reading during the first six grades of the grammar school course, the pupil will be prepared to pursue the study of history proper during the last two. That part of history which is purely narrative should during these first three years be made very familiar. Each teacher should control a select library of perhaps a dozen volumes with duplicate copies, which should be carefully assigned as outside reading. If this is done in each grade, there will be no trouble in securing a mastery of facts.

The choice and assignment of this reading matter is all-important, and should be made by one having clearly in mind the whole ground to be covered, and the objects to be gained.

I make here one suggestion, namely, that these readings should not be confined to the history of our own country. Some chapters in English history are quite as important to us as our own; some knowledge of the Mediterranean countries and the East will be necessary to enable the child to comprehend the motives of the early discoverers. Readings from books of travel from the early writers on astronomy and geography will help them to understand the fifteenth century ideas as to the earth. And, above all, let some of the readings be from *original sources of history* and not all of them generalizations from these sources.

The broad distinction that I wish to make between the first three years' work and the last year's, is that during

the latter period attention is to be focused upon strictly American history, which begins with the Revolution, with a view to fitting the future citizen to comprehend the environment in which he lives. Our method, adapted to the capabilities and age of the pupil will be substantially the same throughout the whole course. To illustrate this more fully, suppose the topic under consideration be the "Naming of the New World." When the pupil has discovered the usual facts concerning the name "America," I should enrich this knowledge by an examination of a number of geographical names familiar to the pupil and assist him to discover several principles followed in the naming of new places; first, giving the new place the name of the mother country or of some part thereof: as New England, New France, Boston, New York; second, naming it in honor of some distinguished person, as America, Jamestown. Here we might discuss the question why the New World was not named after Columbus. The time and circumstances of discovery frequently furnish names: as Florida, St. Lawrence, La Chine; a fourth principle or circumstance to be noted is that our names frequently suggest to us the occupation of the land by successive races; as the Indians and French names in the Central States, and the Indian, Dutch, and English names at home. These principles and illustrations may be written down, as discovered, on the blackboard, printed upon manila charts and hung up in the school-room, whence they may be copied into pupils' note-books and utilized as subjects for compositions.

The advantages arising from this method of treatment are numerous; first the main topic, enriched and strengthened by numerous correlated truths, will be firmly retained; second, the pupils' interest is stimulated, and the class will make more discoveries than one scribe can chronicle; third, by this method the higher powers of the mind are brought into exercise; the retention of the facts taught is not dependent on repeated drill, but is accomplished thru their logical relations; fourth, the mind has been furnished with a critical apparatus for the examination of names, and henceforth becomes a self-active, self-directing agent along this line.

Any topic worthy of historical study may be treated in a similar manner. Care must be taken that the theme and the treatment be within the comprehension of the pupil and fitted to arouse his interest. In developing a course of study for several grades this point should ever be kept vividly in mind: reserve the more difficult themes for the maturer activities of the pupil. We may thus have a fresh field each succeeding term, avoid repetition, and keep the mind active and the interest fresh.

During the last year of the grammar school we may begin work from which we can gain some of that practical knowledge which history is said to teach; namely, a study of subjects bearing directly upon our present life as citizens of a self-governing community and nation. Suppose we begin work here by a study of England's policy toward her colonies in the eighteenth century. It will be necessary now for the pupil to learn something of the comparative value of authorities. There are certain text-books of American history that are not only not impartial but wilfully inaccurate. They say much about the direful effects of "Writs of Assistance," and of the military tyranny of the British, which is only a figment of the historian's imagination. Several text-books and authorities on both sides must be consulted if we are to gain any accurate knowledge of the questions fairly at issue. We should consider the British point of view and note the arguments adduced in support of it. The attitude of the Liberal party in England and of those advanced thinkers like Burke and Pitt who argued for the political equality of the Colonies with the mother country should be compared with the treatment of colonies by other European nations at that time. The power of the king in matters of colonization should be made clear. The nature of the struggle, as one between the people of the colonies and a

tyrannical king and his creatures, will thus be made apparent; it is a strife of self-government against arbitrary government. The teacher should always bear in mind that the truth in matters of history is a compromise between opposing views, and that by an ill-judged choice of facts and the adoption of a partisan standpoint, the pupil is led to erroneous conclusions. If the proposition is thus clearly and fully enunciated at the outset, the causes leading up to the outbreak of the Revolution will follow as necessary corollaries.

When the authorities have been consulted and a sufficient amount of material collected it should be arranged in such a sequence as to make the truth we are trying to teach a necessary conclusion. Consider the following arrangement of topics on

#### English Colonial Policy.

##### A. VIEWS OF THE KING.

1. Right of Christian kings to seize heathen lands.
2. Right of the king to charter companies and grant land to individuals, admitted.
3. Such companies and individuals are subject to the king's will.
4. Commercial spirit of colonization.
5. Laws of manufacture, trade, etc., favoring the proprietors, companies, and mother country, the result of these views.

##### B. VIEWS OF THE COLONISTS.

1. A colony is an expansion of the mother country.
2. Colonists are entitled to all the rights of English subjects at home.
3. English subjects cannot be taxed without their consent.
4. Colonies were founded by men who fled from England to escape persecution.
5. That this circumstance of settlement tended to establish their political independence.

It will appear from this arrangement that a logical summary of the topics in "A" is that the colonies belonged to the king and therefore he could govern them according to his pleasure; from the views of the colonists it follows that they were not only entitled to the rights of English subjects, but also to some measure of political independence.

This statement is not exhaustive and does not represent the whole truth; it is an arrangement for the purpose of illustrating the conflict of opinion which brought on the Revolution. Each statement should be tested by consulting sources and authorities. It is a method for directing the thought and research of the pupil toward a definite end, and he will take pleasure and interest in the quest.

The fallacy that "History is only a matter of memory" is still current among the teachers of our schools. Those among us who know better should exert ourselves to redeem this subject, which is the foundation stone of civic virtue and intelligence, from such ignominy.

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## Illustrated Myths in the Primary School.

### Ceres and Persephone.

By GLADYS WILLIAMS, St. Louis.

This myth proved most fascinating to my little children. They loved Ceres' great loving mother's heart and her tenderness for all living plants. Primary teachers should interpret the myths in a way to raise the child's ideals, to give him something to look up to and admire. It is better, therefore, to speak of Ceres as a sorrowing mother seeking her lost child than to picture her as an avenging goddess punishing innocent people; and Pluto, as he comes in this myth, not as a hard selfish god, but one who loved the tender little rollicking Persephone as much as her mother and wanted her to brighten his home, but releases her when he hears how much Ceres grieves for her and how the people are suffering as nothing grows now that their earth-queen is hunting the world over with too sad a heart to care for her plant children.

A good lesson in ethics can be drawn from Ceres' happiness when she views the splendid results of her labors. (Are we not happy when we have been kind and thoughtful of others?) Tell of Ceres' journey to every part of the earth and of her wonderful chariot drawn by winged dragons, and of her appearance working such a miracle of loveliness, the fields and the woods clothing themselves in a dainty dress of green in honor of their loving earth-queen, and when her journey is ended what joy is hers! A mother's unselfish pride in beholding her noble sons and daughter. The children delight in describing the woods in spring, summer, and autumn. We named the flowers, fruits, and vegetables belonging to the different months. Many quaint word pictures, both oral and written were drawn.

Then we spoke of Ceres' helpers, for of course she could not do it all by herself.

Taking the loaf of bread as an example we named all who helped towards its perfection as a whole. The Greeks said Ceres taught man how and when to plant his seeds, then called upon Jupiter to water the thirsty plants with his gentle raindrops and the great sun-god Apollo to send his loving rays of sunshine to warm the tender plants, and kiss the blushing peach until her cheek was damask pink. Pomona and Flora always rode with Ceres in her chariot. Pomona to ripen the fruits and Flora to care for the flowers.

They enjoyed hearing of some of Mercury's pranks and of his fleetness of foot.

Persephone's dramatic return to her mother and Ceres' anguish upon hearing that Persephone had eaten six pomegranate seeds, was very interesting, and when she tells Persephone that she must stay six months of the year with Pluto, she is not so unhappy as her fond parent,

for she says, "I shan't mind, he was so kind to me." We likened the brightness of the spring and summer to the union of parent and child, and the barrenness of the winter to the loneliness of a parent for an absent child.

When we had become familiar with all the new characters we did as in the foregoing myths. A part of it was written on the board each day, memorizing it, spelling from it, cutting to illustrate it as we had done before. Then when the whole story was learned, they wrote it from memory.

Now we choose the performers for the new game, much to their delight. This is always a very important and



Ceres hunting for Persephone.

pleasurable part. A child is chosen to select the performers. In this way every child has an opportunity to play at some time.

To be considered a good runner is something to be proud of in the small boy's world, and so our Mercury for the day had reached the goal of his ambition.

#### Correlations of All Lessons.

Reading, writing, and spelling from the board.

Language Oral and written stories of the myth.  
" " " description of the woods during the time Persephone and Ceres were together and when they separated.

Construction work—Modeled carrot, apple, pear.

Nature work—Studied pomegranate fruit.

Paper-cutting Ceres' chariot and dragons for horses.  
Ceres with torch in her hand.  
Jupiter with his staff.  
Mercury with wings on his feet.

Ceres.

Dramatized by first and second grade pupils.



Ceres driving her winged serpents.

## DRAMATIS PERSONAE.

Ceres.  
 Persephone.  
 Ceres' assistants—Flora and Pomona.  
 Ceres' winged dragons—four boys.  
 Ceres' hostler.  
 Jupiter.  
 Mercury.  
 Sea-Nymphs.  
 Pluto.  
 Pluto's four black horses (four black-haired boys).

## POSITION OF PERFORMERS.

Use wardrobe for Pluto's palace (to be out of sight); his horses stay with him until time to appear.

The corner of the room for Ceres, Persephone, Pomona, and Flora—Ceres' hostler and four dragons stand near by ready to appear at Ceres' command.

The six sea-nymphs frolic in another part of the room waiting for Persephone. Jupiter stands with his staff in another part of the room used for Mt. Olympus, Mercury standing near him ready to do his bidding.

Let one child choose the performers, have them take positions, then begin recitation of myth.

## Recitation by One Child or in Concert.

Ceres was the goddess of seed and harvest, she loved all plants and grains and took care of them.

Ceres had a daughter named Persephone.

One day Ceres said:

## Ceres Recites.

I am going out to see my plants, you may go to the seashore and play with the sea-nymphs.

## Recitation by One Child or in Concert.

(1)

Ceres put on her bonnet of red poppies, stepped into her chariot, and drove away.

(2)

## Ceres Recites.

G o o d-b y e , Persephone dear.

## Recitation by One Child or in Concert.

Persephone watched her mother until she was out of sight, then she ran to the seashore singing (3).

## Persephone Sings.

(Any school flower song.)

## Sea Nymphs Recite.

Hark! there comes Persephone; let us make her a sea-shell chain to wear (4). See what we have for you—

## Persephone Recites.

Oh! thank you little sea-nymphs. Mother said I might play with you while she is watering her thirsty plants. (5) I'll gather you some flowers.

## Recitation by One Child or in Concert.

While Persephone was gathering flowers (6), Pluto drove by in his golden chariot sparkling with diamonds—Persephone was very frightened—

## Pluto Recites.

Don't be afraid, I will not hurt you; I am King Pluto; my home is in a beautiful golden castle (7), jump in and I will show it to you.

## Recitation by One Child or in Concert.

Persephone was still very frightened and called to her mother. Altho the chariot passed Ceres she could not see her daughter. At last they reached the beautiful golden castle. Persephone wanted to go home and would eat nothing. (8) Ceres drove to the seashore.



MERCURY.

## Ceres Recites.

Where is my little girl; I heard her crying for me, but I can't see her—

## Sea Nymphs Recite.

She rode away in a beautiful golden chariot sparkling with diamonds.

## Ceres Recites.

Come help me (9) light my torch, I must find her—so she mounted her chariot again and drove all over the world, then to Mt. Olympus to ask Jupiter if he had seen Persephone.

## Jupiter Recites.

She has gone to Pluto's beautiful castle—

## Ceres Recites.

Then I cannot take care of my plants and nothing will grow until I find her—

## Recitation by One Child or in Concert.

So nothing grew on the earth and the people were very unhappy. Jupiter sent (10) Mercury, the messenger of the gods, to Pluto's palace.

## Mercury Recites.

King Pluto, Ceres is very unhappy and wants Persephone to come home. Won't you let her go back to her mother?

## King Pluto Recites.

If Ceres is so unhappy and can't take care of her plants you may take Persephone, but I shall be unhappy too.

## Persephone Recites.

Good-bye, King Pluto, (11) you have been very kind to me.

## Recitation by One Child or in Concert.

As Ceres looked out at the barren earth, Persephone ran to her with open (12) arms and everything turned green again.

## Persephone Recites.

I am so glad to be home again. King Pluto was very kind to me, but I was too sad to eat anything except a pomegranate—

## Ceres Recites.

Ah, dear child, did you swallow any of the seeds?

## Persephone Recites.

Yes, six of them—

## Ceres Recites.

Then you must stay one month with Pluto for every seed you have swallowed—

## Persephone Recites.

I do not mind, mother, he was so kind to me.

## Recitation by One Child or in Concert.

Persephone visits Pluto in the autumn and winter, coming back to her mother in the spring and summer when everything turns green, as Ceres loves to see and care for the plants when Persephone is with her.

## GESTURES.

1. Ceres puts on a bonnet made of red tissue paper kept for that purpose.

2. Ceres takes four pieces of string used for reins that each boy holds, and drives once around the room, stopping near the seashore.

3. Persephone runs to the seashore singing.

4. Have a necklace made of common shells if possible (we made one); a nymph offers it to Persephone.

5. Persephone goes thru motion of gathering flowers.

6. Pluto comes from the wardrobe driving his horses.

7. Persephone drives away with Pluto.

8. Ceres drives around the room to the seashore.

9. A nymph helps her to light her torch in fancy (a stick with some paper tied on the end for the purpose) and drives around the room looking in every corner then to Mt. Olympus.

10. Mercury goes to Pluto's palace.

11. Persephone leaves Pluto's palace and runs to her mother.

12. Persephone embraces Ceres.

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WEEK ENDING MARCH 14, 1903.

## Political School Systems.

It may be hoping too much, but it does seem that the gradual approach to a unanimity among the students of methods of state and local organization and administration of public instruction ought to result in some plan for bringing to terms legislatures still permitting within their respective domains a continuance of school systems having nothing but oddity to defend them. It may be well to bear in mind, for instance, that there are still two cities in which the superintendent of public instruction is chosen in straight party contest at the general election, thus placing the office squarely in the domain of political spoils. These two are San Francisco and Buffalo, N. Y. The latter city has not even a school board, in the general acceptance of the term. By a strange coincidence, not altogether accidental, however, Mr. Henry P. Emerson, the superintendent of the Buffalo schools, was elected president of the department of superintendence for the ensuing year, at the very meeting which adopted a resolution favoring in its essence the appointment of the superintendent by the board of education. He has served Buffalo as well as any man could possibly have done in a system such as it is permitted to be, and the people of the city seem to be perfectly willing to elect him again next fall for a term of four years. But the system is vicious, nevertheless.

## Not Made in Germany.

The life of students at German universities has peculiar attractiveness to many Americans who have been privileged to share in it to some extent. With a few who fail to recognize differences in racial and national psychology, this experience has developed a peculiar form of Teutonofobia, which incites them to advocating, in and out of season, whatever Germany has seen fit to do with her schools for immediate use in this country. One evidence of their agitation of re-formations after the German pattern is the demand heard now and then for increasing the high school course to six years. Some high school men who feel that they are doing about all they can do to meet the requirements set up by the colleges, would appropriate for their school jurisdiction the last two years of the present grammar school. Others who have looked more closely into the German system would extend the high school course at the top, adding to it two years from the traditional college course, and then, adopting the suggestion of Nicholas Murray Butler, would lop off the other two college years altogether. In other words, they aim at the annihilation of the American college. This tendency, which has been evident for some time, has at last been voiced in unmistakable terms, as a reading of the report of the recent Harvard Teachers' Association, in the present number, will show.

A minimum of six years in the elementary and six in the secondary school and then the technical institutions—that is the German system. But attractive as the scheme may appear to those steeped in notions brewed in Germany, the underlying ideas are so contrary to those which brought into being our distinctively American "college" that the genius of the nation will not so readily bow to it. Whatever talk there may be in public, the average man and woman of intelligence will continue to support the college not "made in Germany."

## Dr. Ferreira.

THE SCHOOL JOURNAL is pleased to note that Dr. J. Alfredo Ferreira, a distinguished colleague of Dr. Zubiaur, has just been appointed director-general of the schools of the province of Buenos Aires, the most important state of the Argentine Union. The spontaneous enthusiasm with which the promotion was approved by members of both branches of the National Congress, and the satisfaction it gave to the best representatives of primary, secondary, and university education thruout the country are well deserved tributes to the professional prominence of this educational leader.

Dr. Ferreira, like Dr. Zubiaur, is a disciple of Horace Mann and strongly in favor of American methods of teaching and modern, progressive school aids. His record is a most distinguished one. After graduation from the Normal College of the Province of Corrientes, which was then under the care of that notable educator, James H. FitzSimon, he began his remarkable career as a teacher in the schools of his native state, passing thru every grade in rapid succession to the principalship of one of the normal schools in Buenos Aires. During these years he also read law, and was admitted to the bar in 1891. The national government recognizing his extraordinary ability as a founder and organizer of schools, appointed him as one of the national inspectors, and later in 1894 called him to direct the public instruction of the important province of Corrientes. In 1897 he was elevated to the high honor of minister of public instruction in the cabinet of Governor Martinez.

In the midst of his many arduous duties Dr. Ferreira has found time to make some valuable contributions to pedagogical literature. Among the best known of his writings may be mentioned: "New Paths in Education," "Education of the Will," "The Teaching of Language," "Literary Education in the Public Schools," "The Suppression of Examinations." He has also made a number of excellent translations, the most notable of which is perhaps that of "The Life of Horace Mann."

Dr. Ferreira is still a young man, just having completed his fortieth year, and Argentina may enjoy, we hope, for many years to come his inspiring influence as an educational leader animated by the spirit which ruled the lives of Sarmiento and Mitre.

## Reorganization of Secondary Education.

At the twelfth annual meeting of the Harvard Teachers' Association two radical propositions were made regarding secondary education. The first of these propositions was by Supt. Thomas M. Balliet, of Springfield, and was to the effect that the college be eliminated in this country; that the first two years of the ordinary college course be included in the curriculum of the high school, and that the latter two years be taken into the university, which shall stand for higher education. The other proposition, put forward by Prof. Paul Hanus, of Harvard, was that the high school course be lengthened to six years by taking two years from the grammar school.

In favor of the Balliet plan it was urged that children would be two years longer under parental influence and that it would be more economical. The A. B. degree would be entirely abolished or made an entrance degree. The system would also put the technical school on a university instead of a college basis.

Professor Hanus said that the first six years of school life should be devoted to the acquirement of the tools of education, and the next six to the acquirement of culture. The culture period he would put in the secondary school. This would put a child into the secondary school at the age of twelve and into the college at the age of eighteen. Secondary education is now deficient.

President Eliot, who participated in the discussion, said that Mr. Balliet proposes the German system, without considering that improvements may be made in our own system. He defended the Harvard entrance conditions, advocated the extension of the elective system in

the secondary schools down to children ten years old, and severely criticised the present school system. He said in part:

"Up near the head of the present school system there is an epoch; a period at which the child's character is determined. It is the age when the child had best go away from home for education. In Germany the age is thought to be 19 or 20. In England it is about the same. In France it is 18. Our country has found that the moral character of its youth has been pretty thoroly developed at the age of 18.

"That age is a good one to take the child away from home. At that age the child should have more freedom in the conduct of his life. It would be a positive injustice to the American people if the child should be deprived of liberty until the age of twenty. For liberty, I believe, is the fundamental principle of the institutions of this country, or at least it used to be.

"A change should be made in the order of subjects taught in the high schools and in the order of all the subjects from the ages of six to eighteen. The high school of to-day is positively bad; the study of languages is erroneous. Any child of nine can master any foreign or domestic language, and so also an observation subject, such as botany. Yet the study of these subjects is deferred to the age of fourteen.

"We are beginning to get the observation studies down into the primary grades, but we have got to get them there more than they are now. Increasing the high school course to six years would be a distinct help. There are private schools to-day which are doing the work in six years, and these schools have found that the boy can get into college at the age of seventeen. Under these circumstances, if we could get a six-year-old high school the difficulty of preparing men for college at the age of eighteen would disappear. The whole process of the twelve years of education should be a man's fitting for college.

"The lower limit of the secondary schools should be forced downward, and the farther down you get it the better. The twelve years should be made a whole. There should be no objections made to the number of subjects taught in the schools, but in the number of subjects required. The remedy for this is in the elective system. The elective system helps the individual to be thoro, and it should be begun as early as the age of ten, if we are to get the best results."

Other speakers were Supt. George I. Aldrich, of Brookline; Supt. Edwin P. Seaver, of Boston; Rev. Paul Revere Frothingham, and Robert A. Woods.

At the business meeting the following-named officers were chosen: President, F. A. Tupper, of Boston; vice-presidents, E. H. Nichols, of Cambridge, and F. H. Beede, of New Haven; member of the executive committee, Professor N. S. Shaler, of Cambridge; secretary, Professor Paul H. Hanus, of Cambridge; treasurer, Otis B. Oakman, of South Braintree.

#### Not Loved at Home.

Active work has been going on at Columbia university to get the views of the instructors on the general question of curtailing the college course and granting the baccalaureate degree or another degree for two years' work.

In reply to a circular letter sent to the professors of the university by President Butler, 121 have given their views on the subject.

Most of the faculty are opposed to the award of the A. B. degree for less than three years of undergraduate work. Only a few favor the granting of an official designation at the end of a two years' course, except possibly a certificate or the meaningless title of associate in arts.

In general, the law faculty favors the preservation of the undergraduate course as it is at present. The medical faculty favors a reduction of one year. The faculties of Teachers college and the Schools of Applied Science lean toward President Butler's idea of shortening the college course by two years, provided that the bachelor's degree is not awarded at the end of that period.

#### Public Education of the Negro.

State Supt. J. Y. Joyner is evidently a man of force whose enlightened educational attitude will prove of highest benefit to the progress of the common school in North Carolina, and the whole South for that matter. Here are a few words of his concerning the education of the negro, which give somewhat of an idea of the character of the man. He writes:

"The spirit of this age is universal education. And I have an abiding faith in the wisdom and the justice of my people that drives out all fear of their final failure to obey this spirit of the age. Who does not know that life, liberty, property, government, and society are in the hands of ignorance? Most of the white people admit the necessity of education for their own race, but deny the application of this truth to the negro and are unwilling for the white race, which pays the greatest part of the taxes, to assume the burden of the education of the negro. The recognition of the right to withhold from the negro his just and needed part of the public school fund, because he fails to pay his part of the public school tax, would strike at the very foundation of the entire public school system. The weaker and more helpless the race, the louder the call to the strong for help.

"Miseducation is a bad thing for any race, but the education of a race is a slow problem that must be worked out experimentally. The education of this race should fit for greater happiness and usefulness in the sphere which that must be filled. In the South the sphere which the negro must fill is industrial and agricultural, and, therefore, his education must be largely industrial and agricultural. He must be educated to work and not away from work. It must be remembered, however, that an ability to read and write, and a reasonable degree of intelligence, are absolutely necessary for the effectiveness of this sort of education.

#### A Teachers' Bureau of Information.

The Teachers' Association, of Fairfield county, Connecticut, has established a bureau of educational information which is an institution practically without precedent. The functions of this bureau will be as follows:

1. To obtain educational information from the public schools and public school systems of the county, relative to courses of study, text-books in use, methods, and special devices of educational procedure in vogue, and to keep record of the same.

2. To furnish information upon formal application of any member of the association.

3. To keep a record, so far as it may be possible and practicable, of visits made to schools in the county by teachers of the county.

Dr. J. M. Rice, editor of the *Forum*, and Professor Hanus, of Harvard, have both aided in forming this bureau. The latter has offered the following suggestions which are to be followed in the investigation on arithmetic:

"Ascertain just how much time is given in the schools of your county to arithmetic; just what is the scope of the instruction in arithmetic, and what mathematics, in addition to arithmetic, is studied during the first eight years of the pupils' school life.

"Ascertain whether the teachers and the public are satisfied with the pupils' attainments in mathematics during these same eight years, and, of course, ascertain by appropriate tests, what those attainments are.

"Ascertain what tests in arithmetic are deemed adequate for pre-high school instruction by parents and teachers."

Similar methods of investigation are to be pursued in other subjects of study. Other matters which will also come within the field of inquiry will be: School management, courses of study, methods of teaching, the truancy question, and the free text-book question. The printed reports for investigations should be a source of valuable information for teachers and especially for those investigating educational conditions and progress. The bureau will furnish information as its work develops to all interested. The secretary of the bureau is Henry W. Saxe, New Canaan, and the chairman is Prin. Frederick S. Camp, of Stamford, who was mainly instrumental in its establishment.

#### Children Before the Bar.

Justice Mayer gave a talk on the "Children's Court" before the Longacre League at a recent meeting. The

justice spoke of the need of careful and considerate treatment which should be accorded to the children when brought before a court of justice. "There are," he said, "many difficulties with which the judge has to deal. In the offences of children there is to be considered that class who are not permanently bad, but for whom there is some hope. And in the case of these children I have found that in almost every instance the crime is the result of opportunity. The parents are largely to blame for this class of children's crimes, for many a parent puts his child in the way of temptation by not studying him and catering to some degree to his wants."

Judge Mayer has found that there is one class with which the court has to deal, made up of the disorderly children, those who are natural vagabonds, and who repeatedly run away and associate with shiftless people.

"Perhaps they do not commit any crime," he said, "but they would in time, if they were not restrained. In these cases the parents are again at fault. They fail, thru lack of interest in their children, to exercise sufficient restraint."

One source of evil was pointed out by Judge Mayer in this point: "No persons in New York create more child criminals than the low junk dealers. They introduce scores of children to crime every day in the year. To the innocent child the small bits of metal in exposed places throughout the city are of no consequence. The junk dealers get hold of these children and teach them that this metal is valuable, and instruct them how to get it. The result is that the majority of child criminals are brought before the court for petty thieving."

#### Pensions for Professors.

Announcement has been made of the definite plan for pensioning Cornell professors, who, in accordance with the rule adopted by the board of trustees last year, will be retired after attaining the age of seventy years. One hundred and fifty thousand dollars has been given the university for this purpose, and this amount will be placed at compound interest until 1914. Each professor retired will receive an annual pension of \$1,500, three-fourths of which will be paid from the pension fund and

one-fourth of which will be contributed by the professors.

#### Bacheloresses of Art.

From data collected by the general catalog and alumni associations of the University of Michigan, it is shown that giving them ten years' time after graduation, less than fifty per cent. of the women attain to the marriage state. If they do not marry within ten years after graduation they generally never do. During the entire time that co-education has been in vogue at this university, a total number of 1,835 women have graduated. Of these only 533 have married since graduating. This is less than thirty per cent.

#### The New Wadleigh High School.

In equipment and the opportunities it gives for all the branches of learning, the new Wadleigh high school for girls is claimed to be without an equal anywhere in the world. It is named in honor of Lydia F. Wadleigh, the pioneer in the movement for the higher education of women in New York city. The building contains eighty class-rooms, over a dozen laboratories, offices, two elevators, three gymnasias, an auditorium, a library, a large boiler and engine room, two study halls, and numerous lavatories and cloak rooms.

The walls of the building are of red brick, with trimmings of granite; there are five stories, topped by two high towers at both ends of the building.

Within, every branch of higher learning has a place. Botany, biology, chemistry, drawing, cooking—nothing has been forgotten. Physical culture is a particularly prominent feature. The school has a total enrollment of 3,000 pupils and a faculty of about ninety-five teachers.

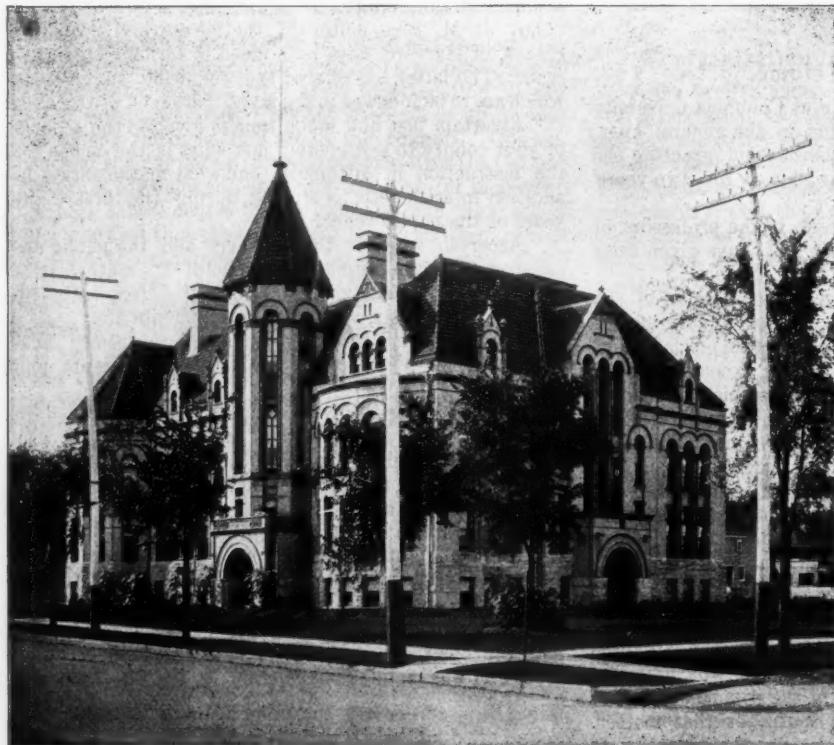
The equipment of this structure furnishes many new ideas in school designing. In the cellar are the furnaces and the dynamo that runs the electric elevators. At one end is a large blower which sends up fresh air to force out the old air from the rooms. The perfect ventilation of the building is a great feature of this school, for if

the temperature rises above seventy degrees, an automatic arrangement shuts off the heat, and thus the atmosphere is kept at an even temperature. To force up the heated air are two pumps, one run by steam and the other by electricity.

In the cellar floors, entirely apart from the machinery, is a large hall, where the girls eat their luncheon. There is a counter where all kinds of refreshments may be purchased.

In the ground floors near the entrance are the executive offices of the principal, secretary, and other officials. These rooms are large, well-lighted, and thoroughly equipped. The electric clock in the principal's office is unique on account of its size. It consists of a large steel cylinder which revolves once an hour. A peg system gives complete control over all the bells in the building.

At the end of the ground floor is one of the two large study halls used by the students when they are not at



Lincoln School, Evanston, Ill.

recitations. These accommodate 150 girls. Near-by is a large library and reading room. Here are broad reading tables, and at certain times the pupils may come and read magazines and books of fiction. On the northern side of the same floor is the auditorium with a seating capacity of 1,500.

At the end of the ground floor is a long "wardrobe," an ordinary cloak room except for one important innovation. All the doors and walls are made of wire, so that all wraps are open at all times to the fresh moving air forced up by the blowers in the cellar. This is a valuable idea which will undoubtedly be followed in school buildings erected in the future.

Opposite the main entrance are the two large electric elevators. This is the first school, ever built in New York, to have them.

On every floor there are two or three large, airy lavatories. These are equipped according to the latest improved methods, and have as perfect ventilation as the rest of the building.

The staircases are built on the same plan as the wardrobes. There is no solid wall on each side of the stairs, but instead a stout net of wire just as strong as a wall. The steps are made of slate.

The two gymnasiums on the lower floors are perfectly and thoroly equipped, but the one on the top floor is entirely unique. No previous gymnasium ever had such perfect equipment and arrangements. The distinctive feature of this is that all the apparatus, the ladders, bars, ropes, and everything else can be entirely moved off the floor in a very few minutes by means of ropes that run on pulleys fixed to the ceiling. By the turning of a few cranks everything is out of the way and not even a staple is left in the floor. Around the gymnasium runs a gallery used as a running track, graded like the regulation race track.

The fifth floor of the building is devoted chiefly to laboratories. The departments of biology, geology, and physics are thoroly equipped. A florist in Brooklyn is engaged to furnish all botanical material and to supply it fresh as often as it is needed. The girls are taught to raise flowers, and the desks are covered with plants of all kinds in every stage of development. Last comes the cooking school and here as elsewhere in the building the imagination is powerless to discover anything that is needed and not provided.

#### Progress in Porto Rico.

According to the government reports the Insular Normal school of Porto Rico, situated seven miles from the capital of San Juan, has now a fine two-story brick building. It contains six large and well-lighted school rooms, an auditorium that will seat 300 persons, and two gymnasiums, equipped with shower baths, lockers, and all appliances needed for physical training. The school has at present about 100 pupils who are doing good and hard work.

The Insular Normal school is regarded as the key to the educational situation in Porto Rico. Its purpose is to turn out well-equipped native teachers of both sexes and to scatter them thru the schools of the islands.

Great stress is laid upon the study of English, and the pupils have already made progress sufficient to enable them to understand an address given in English.

It is expected that the Porto Ricans themselves will supply the teachers who are to place education in that island on a high plane.

Out of the 960 teachers now in the employ of the department of education, 837 are natives. American teachers complain of low salaries and few are willing to remain more than two years.

Some of the coming teachers in the island are now in the United States, being educated at government expense. Some of them are in schools in Pennsylvania, some in New York, and a few at Tuskegee. There are forty-five in all, twenty of whom have an allowance of \$250 a year, and twenty-five the sum of \$400.

It is believed that when they return to take part in the educational work of their island they will exert a most beneficial influence.

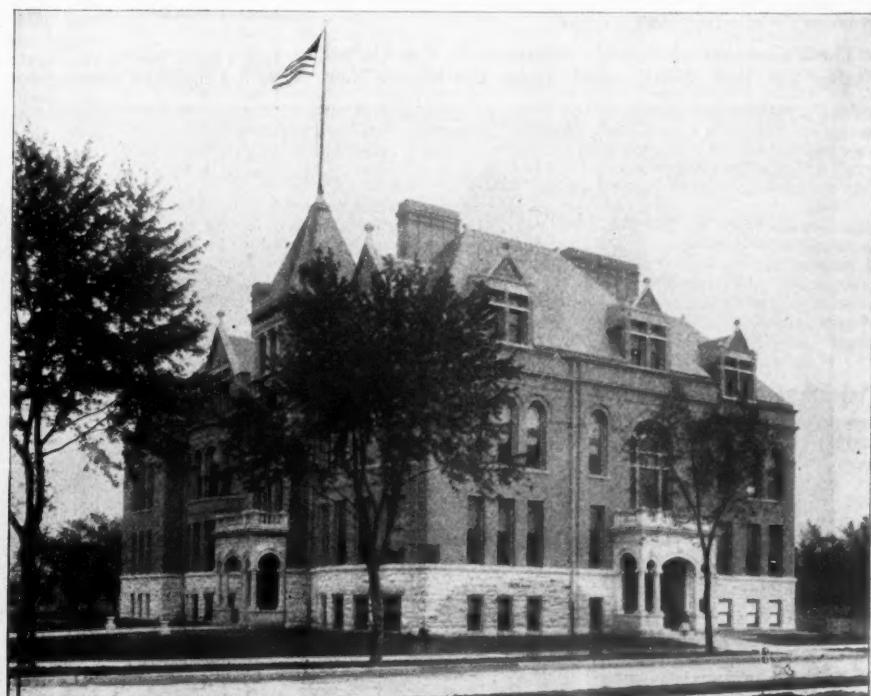
Magistrate Crane, of the New York courts, recently paid his respects to cigarettes in words that should be brought to the attention of boys everywhere. This is what he said:

"In the past two months I have had fifty boys before me charged with almost every crime on the calendar. All were cigaret smokers. Cigaretts dull the brain and make criminals of boys."

An unnamed donor has given to Adelphi college, Brooklyn, sufficient money to offer \$500 in prizes for essays on the subjects of municipal government and taxation. It is stated that no other college in the country offers such inducements for special study on municipal governmental subjects.

Matrimony is reported to be causing a scarcity of teachers in the rural school districts of South Dakota. The young women have married to such an extent that some schools have been obliged to close. One district has averaged a new teacher a month during the present school year.

Figures have been compiled by D. A. Tompkins, of Charlotte, N. C., which show that at the age of thirty-five the earning capacity of a man with common school education and special training for his work is twelve and a half times greater than that of an illiterate, untrained man; that the earning capacity of a man with high



Central School, Evanston, Ill. F. W. Nichols, Superintendent of Schools.

school education and training is twenty-five times greater than that of the illiterate and untrained man, and that the earning capacity of a man with college education and training is thirty-seven and a half times greater than that of the illiterate and untrained man.

One house of the Colorado legislature has passed a bill to pension public school teachers. The bill provides that after having taught for twenty-five years, twenty of which is in the service of the state of Colorado, any teacher can, on his or her application, be retired on one-half pay.

The London county council, thru its technical education board, has announced that it will award 300 scholarships in domestic economy to girls nominated by the teachers of the various public elementary schools. These scholarships are tenable for a full school year of not less than forty working weeks, and the pupils will be given a full course of study, including cookery, laundry work, dress-making and needlework, mending, housewifery, hygiene, and physical exercises. The tuition is provided free, as well as meals, and transportation charges to those living more than three miles from school. Training scholarships for teachers of domestic economy are also offered. They will provide for free instruction for two and a quarter years.

City Superintendent Maxwell has announced that hereafter the examinations for admission to the training schools will be identical with the examination for graduation from the high schools. These examinations are to be held on June 8, 9, 10, 11, 12, and 15. Regarding this change Dr. Maxwell says:

"For many years I believed that the examination for graduation from high schools and the examination for admission to the training schools should be identical. Until now it has been impossible to bring such uniformity about.

"This scheme has now been completed and approved by the board of superintendents. It provides one examination which will serve both purposes—graduation from the high schools and admission to training schools. For applicants trained in the city high schools the examination will be conducted in the various high schools; for applicants trained in other institutions the examination will be conducted in the hall of the board of education.

"Values are attached to the various subjects pursued in the high schools in proportion to the amount of time devoted to the subject in the high school course and in proportion to its educational value. A slightly lower percentage is required for graduation from the high schools than for admission to the training schools, as the object is to train as teachers those graduates of the high schools who exhibit the strongest intellectual qualifications."

The Federation of French Alliances in the United States has been incorporated under the laws of New

York, its objects being "to propagate the French language and diffuse an acquaintance with French literature, institutions, and genius thruout the United States, and for the purposes named to establish subordinate branches thruout the United States. Among the directors are: James H. Hyde, of New York; Dr. William R. Harper, president of the University of Chicago; Prof. Alcee Fortier, Tulane university, New Orleans; Le Roy White, Baltimore, Md.; Prof. F. C. DeSumichrast, Harvard university, and the Rev. J. J. Cook, Trinity college, Hartford, Conn.

### Coming Meetings.

March 26-28.—Michigan Schoolmasters' Club, at Ann Arbor.  
March 26-28.—Michigan Academy of Science, at Ann Arbor.

March 27-28.—Central Illinois Teachers' Association, at Bloomington.

April 1-3.—Central Nebraska Educational Association, at Grand Island.

April 2-4.—Southern Illinois Teachers' Association, at East St. Louis.

April 2-4.—Southeastern Iowa Teachers' Association, at Burlington.

April 3-4.—Northern Central Association of Colleges and Secondary Schools, at Chicago.

April 3-4.—Southern Wisconsin Teachers' Association, at Madison.

April 4-6.—Northern Indiana Teachers' Association, at Richmond.

April 8-10.—Alabama State Colored Teachers' Association, at Montgomery.

April 9-11.—Southern Indiana Teachers' Association, at Vincennes. A. E. Humke, executive committee.

April 10-11.—Northern Minnesota Educational Association, at St. Cloud.

April 14-16.—Provincial Educ'al Association, at Toronto, Ont.

April 14-17.—Western Drawing Teachers' Association, at Springfield, Ill.; Mary A. Grimes, Racine, Wis., secretary.

April 16-18.—Inland Empire Teachers' Association, at Walla Walla, Wash.

April 22-24.—Eastern Art Teachers' Association at Washington and Baltimore. Prof. Alfred V. Churchill, president.

April 25.—New Jersey High School Teachers' Association, at Newark. W. A. Wetzel, president; Cornelia E. MacMullen, East Orange, secretary.

April 28—May 1.—Florida State Colored Teachers' Association, at Ocala.

June 24-26.—Kentucky Educational Association, at Maysville, Supt. John Morris, Covington, president; W. H. McConnell, Smithfields, secretary.

June 30-July 2.—Ohio State Teachers' Association, at Put-in-Bay.

July 6-10.—National Educational Association, at Boston, Mass. Irwin Shepard, Winona, Minn., secretary.

Don't think less of your system than you do of your house. Give it a thorough cleaning, too. Take Hood's Sarsaparilla.



State Normal School, Mankato, Minn., Charles H. Cooper, President.

## The Educational Outlook.

### Compulsory Legislation Wanted.

A bill drawn up by a committee of superintendents of schools in the state has been introduced into the legislature. This will change the compulsory attendance law materially if it is passed.

This bill reduces the minimum age at which a child is required to go to school from eight to seven years. This amendment is necessary in the large cities where children of the poorer class are taken out of school at the earliest possible moment and set to work.

The existing law allows a child to go to work between twelve and fourteen, provided he has first attended school each year for eighty days. The bill raises the limit of the compulsory school, before which a child cannot go to work, to fourteen years.

The bill also provides that "Every child, between the ages of fourteen and sixteen, who is engaged in any useful employment or service in a city of the first or second class, who has not completed such course of study as is required for graduation from the elementary public schools, shall attend the public evening schools, or other evening schools offering an equivalent course of instruction for a period of not less than six hours each week for sixteen weeks, in each school or calendar year."

The police or city magistrates are given exclusive jurisdiction over truants.

The bill forbids anyone to employ any child between fourteen and sixteen years of age who does not at the time of such employment, present a certificate signed by the superintendent of schools, or by the principal, or by the principal teacher of the city or district in which the child resides, certifying that the child, during the school year next preceding his application for such certificate, has attended, for not less than 130 days the public schools or equivalent schools, and can read and write easy English prose, and is familiar with the fundamental operations of arithmetic up to and including fractions. In a city of the first or second class, unless the child has completed the course of study required for graduation from the elementary schools, the employer must show a certificate that the child is attending evening school or has attended the evening school not less than six hours a week for not less than sixteen weeks.

Attendance officers are to serve until the thirty-first of July of each year, unless removed for cause, and are to receive thirty cents an hour for actual time of service.

When children are sent to the truant schools they may be kept for a period not exceeding two years, but no child can be so confined after he is sixteen years of age. This provision would keep the truant schools open during vacations, and thus the truants would be kept off the streets altogether until discharged from confinement.

### DR. MAXWELL'S SUMMARY.

City Supt. Maxwell made the principal argument at the hearing on the proposed compulsory education law. In speaking of this hearing he said:

"In favor of the bill there appeared before the senate committee on education, Superintendent Cole, of Albany; Superintendent Gorton, of Yonkers; Superintendent Kneil, of Saratoga; Superintendent Willets, of Troy, and others, while letters in favor of the bill were read from nearly every superintendent in the state. No opposition of any kind was developed, so that the hearing took the form of an interchange of views between the members of the committee and the visiting superintendents. The only changes of importance it suggested were that the certificate required for a

child of fourteen years, before going to work, should not call for a knowledge of fractions, and that the compulsory feature introduced with regard to attendance upon evening schools should apply only to boys."

### New York State Troubles.

The educational factions of the state again clashed at the hearing on the bill to create a state board of education composed of nine regents, to be elected for a stated term.

Deputy State Supt. Danforth E. Ainsworth attacked the board of regents, as a whole and as individuals. He declared that to turn the primary and secondary schools and the education of the state over to the regents would be an educational crime.

State Supt. Charles R. Skinner declared that he was tired of the present intolerable conditions in which time and energy, which should be devoted to the educational interests of the state, were wasted. He charged the regents with being responsible for the agitation which is doing harm to education in the state.

"If," he said, "it can be found that we have been guilty of one act of partisanship or sectarianism, my resignation is ready and shall be given."

Bishop Doane thought the best thing the legislature could do was to put the entire educational system under the regents. While the regents were busy men, they were intimately acquainted with the details of the department's work, and certainly could administer the affairs of the common and secondary schools. Senator Brown declared that it was not for the regents to say that they were better than any other classes of men, for they were not. Furthermore, he attacked the idea of electing men to office for life, and declared that it was foreign to American ideals. He asserted that the regents are a warring faction and not in favor of any change unless they get the benefit of it.

Prin. Howard Conant, of the Elmira high school and the representative of the Academic School Principals' Association, numbering five hundred members, spoke in favor of placing the entire educational system under the regents. He said:

"We almost unanimously object to the bill. It is a form of procrastinated disunion, which brings no ready relief and doubtful future blessings. It would be a dangerous plan to reorganize the board of regents when it has done so well. As now constituted it performs its work intelligently and thoroly."

### The Regents' Bill.

State Senator Stevens has introduced, in behalf of the regents, a bill to unify the present state educational system. The bill carries out the proposition lately set forth in the appeal of the regents to the governor, to the legislature, and the people, and is on the lines of the preferred method for such unification as suggested by the committee on education at the constitutional convention of 1894.

The bill provides as follows:

"The offices of state superintendent of public instruction and of the deputies of such superintendent are hereby abolished and the powers, functions, and duties of such offices are hereby continued and vested in the University of the State of New York, and shall, hereafter, be exercised and performed by its regents, or, as they shall direct, by their officers and appointees, and the persons, other than such deputies, now in office as appointees, shall, subject to the direction and during the pleasure of the said regents, continue in their present positions and receive their present compensation."

"The present state superintendent of public instruction and his deputies shall

be entitled to receive their present salaries until the expiration of the term for which the superintendent was elected, but they shall hereafter have, exercise, and perform only such powers and duties as the said regents shall expressly direct."

The regents have issued a statement explaining the bill, which reads in part as follows:

"The proposed change will disturb no local conditions whatever. Teachers, nowhere, will be deprived of their licenses, nor will they be required to undergo any new tests. The charge that regents' examinations will be introduced into the elementary schools is both false and mischievous. The taking of regents' examinations will continue to be everywhere, as it is now, entirely voluntary on the part of the schools and individuals."

"The proposed bill will secure a logical organization of the educational interests of the state. The needless friction of the past will be brought to an end. The entire educational power of the state will be in harmony with admittedly correct methods. It will be controlled and directed by a single administrative policy."

"Best of all, the schools will be permanently removed from the field of political strife and from the wanton and destructive spirit and consequences of partisan contention."

Superintendent Skinner said the bill was of the sort he expected from the regents. "They take everything and concede nothing," he observed.

It is rumored that Governor Odell will take a hand in the controversy over the schools. He is tired of the present conflict and is in favor of unification. He believes the efficiency of the state's educational system would be greatly enhanced and a large saving of money effected by a termination of the jealousy between the departments and the duplication of efforts.

### Civil Service Places.

The next general examination for the state and county civil service in New York will be held on April 14. The following positions are included: architectural draughtsman, assistant electrical engineer, assistant steam engineer, physical instructor, stenographer, and teacher in state hospitals and institutions, head teacher in the state school for the blind at Batavia, foreman of orchards at the Geneva experiment station, instructor of band at the Elmira reformatory, pathologist at the Craig colony for epileptics, quarry foreman for Erie county service, and teacher and piano player at the Syracuse institution for feeble-minded children.

Persons desiring to enter these examinations must file applications in the office of the state civil service commission in Albany before March 30. Application blanks and information regarding salaries and requirements of examinations may be obtained by addressing the chief examiner of the commission at Albany.

### Educational Needs of the Negro.

At the recent convention of negro presidents of agricultural colleges at Chattanooga, President Wright, of the Georgia State college, and Pres. Nathan B. Young, of the Florida State college, emphasized the importance of practical education. The following declaration of principles was adopted:

"We wish to emphasize the importance of that peculiar line of work to which our efforts are committed. The development of the negro along agricultural, mechanical, and democratic lines is of primary importance, as it conduces to useful and productive citizenship."

We address ourselves to the members of our race, most earnestly calling atten-

tion to the opportunity offered by noble farm life for the avoidance of the idleness, poverty, and squalor often incident to city and town life.

We are mindful of the wisdom of the federal government in providing for the union of agricultural and mechanical colleges throughout the various states; also we acknowledge the supplementary aid extended to our people by the Southern states, philanthropists and organizations.

We regard with high favor the movement now being inaugurated by the general education board toward betterment of the rural schools of the South, and consider it the most powerful influence of the century for the spread of education among the masses.

We regard with keen interest the proposed change in the policy for the future distribution of the Peabody fund, looking toward the concentration of the same upon a normal college for the training of teachers for the Southern schools.

### One City's Progress.

Supt. C. H. Gordon, of Lincoln, Neb., has resigned to enter some other line of educational activity, probably college or university work. During his administration the Lincoln schools have been maintained at a high standard of excellence and many new departures have been well gotten under way.

Corporal punishment has been practically abolished, but may be resorted to, with the consent of the parent, after a consultation between the principal and teacher. This would seem to prevent all hasty and ill-considered procedure in using force.

Free medical inspection has been provided in all the public schools, and students suffering from any disease will be treated, and if the disease is contagious will be excluded from school.

A set of new rules, of more than local interest, has been passed concerning

the question of salaries and certificates. The principal rules are:

"With the exception of music, drawing, and the principles and practice of teaching, no examination will be required, but graded certificates will be granted on the presentation of scholastic credits.

"Credit will be allowed for professional work under such restrictions as the examining committee shall prescribe.

"The maximum salary was raised to \$70 per month, with annual increase until this figure is reached as follows:

"(a) Four dollars a month to all without conditions.

"(b) To those holding first, second, or third grade certificates, who obtained credits during the preceding year equivalent to three hours of university work, an additional two dollars per month.

"When a teacher has reached the maximum of \$70, she is allowed an increase of not to exceed one dollar per month a year for the equivalent of four hours of college work completed, the amount thus granted not to exceed \$10 in all.

"No teacher doing full work in the schools shall be allowed to take more than five hours of university work."

The feature of special importance in these rules is the recognition given to professional spirit and work, as shown by the progress made in preparation and in advanced study. While no teacher is required to take up courses of study, the financial consideration offers an effective inducement, of which few will fail to avail themselves. At present not less than three-fourths of the Lincoln teachers are engaged in some university or other professional line of study which will add materially to their efficiency in the schoolroom.

Manual training has been adopted as an essential feature in the Lincoln schools. This work is to be introduced gradually as funds are available. A cooking school is also to be established.

### In and Around New York City.

The next regular meeting of the New York Schoolmasters' Club will be held at the St. Denis, on Saturday evening, March 14. Dr. A. E. Winship, editor of the *Journal of Education*, will deliver an address on "The Twentieth Century vs. the Nineteenth Century in Education."

The following officers were elected at the last meeting of the Male Teachers' Association: Frederick J. Reilly, president; Loron M. Burdick, vice-president; William M. Simmons, treasurer; A. T. S. Clarke, recording secretary; John Lieberman, financial secretary.

At the regular meeting of the Society for the Study of Practical School Problems on March 14, Julia Richman, principal of the girls' department of P. S. 77, Manhattan, will speak on "The Formation of Habits in School Life."

The Schoolmasters' Association will meet Saturday, March 14, at 10:30 A.M., in the Brearley school building, No. 17 West 44th street, New York, N. Y., to listen to a discussion on "Some Modern Theories of History Teaching tested by actual Practice," by Arthur Mayer Wolfson, of the DeWitt Clinton High school. The paper is to be followed by history conference and general discussion.

The annual luncheon of the New York City Teachers' Association was held on Feb. 28. At the guests' table with Pres. Magnus Gross were Charles C. Burlingham, Dr. Henry Leipziger, Senators Guy, Ahearn, and Slater, and Alderman McInnes. All of the guests made speeches, the chief topic for discussion being the teachers' club-house. It was announced that \$23,000 has been raised, and that when \$50,000 has been raised the association will begin to build. Sites for the

building are being considered in the neighborhood of Forty-second and Seventy-second streets and Lexington and Madison avenues.

At the annual meeting of the Association of Former German University Students, Dr. Carl Beck was re-elected president of the organization. Many tributes were paid to Dr. Beck for his untiring and successful work in its behalf. President Eliot, of Harvard, and President Gilman, of the Carnegie institution, were added to the board of trustees.

The supply department of the board of education has been completely reorganized in order to insure, as far as possible, prompt delivery of supplies to the public schools. Complaints have been frequent of late because of alleged delays in delivering supplies.

Under the new arrangements all of the deputy superintendents will have offices in the hall of the board of education and the entire supply system will be worked from there. The borough depositories, however, will be maintained. Supt. Parker P. Simmons will supervise the new system and will be directly in charge of the supply of fuel to the schools and of the transportation of the children.

Lawrence H. Tasker, recently appointed a supervisor of lectures to assist Dr. Leipziger, was born and educated in the province of Ontario. He attended the Normal college at Hamilton, Ontario, for one year, and was graduated from the University of Toronto in 1897. He taught in various secondary schools in Ontario for seven years. He was appointed assistant teacher of Latin in the De Witt Clinton high school in March, 1901.

Under a measure presented to the legislature a retirement fund is created and participation in excise money permitted for the supervising force and teachers of the College of the City of New York.

The following teachers have been retired at their own request. Prin. Amanda C. Allen, 117, Brooklyn; Mary E. Hall, 12, Brooklyn; Harriet E. Goldsmith, 161, Manhattan; Adelaide Collins, 70, Manhattan; and Clara L. Feitner, 57, Manhattan.

The department of health recently sent an interesting notice to the board of education. It set forth that the chief inspector of the health department had examined the building of the board of education and found it "in a condition dangerous to life and detrimental to health" for the following reason:

"That no spittoon signs are provided in the building." The matter is in the hands of the committee on supplies.

The salaries paid the teachers of shop-work, for which examinations are to be held on March 23, are the same as those paid other male teachers below the highest grade—\$900 for first year, with annual increase, on approval of services, of \$105—until the maximum of \$2,160 is reached.

Plans for the addition to the truant school on twenty-first street are nearly completed. They call for six class-rooms and one dormitory, shop, gymnasium, and roof playground in the addition, and for remodeling of the interior of the old building to provide increased dormitory space.

The recreation pier at the foot of East Third street, which is being fitted up as a temporary school, is almost ready to receive classes. The plans provide for accommodations for twenty-two classes. Seventeen classes are to be sent to the pier from P. S. No. 15. The opening of this school will enable the other schools in the neighborhood to place forty-four part-time classes on full time.

It is reported that an association of the evening school principals and teachers is being organized and that a meeting will be held in the near future.

Frank Damrosch, director of music for the borough of Manhattan, has appointed Nellie Dee a special teacher of music.

Dr. Walter L. Hervey, of the New York city board of school examiners, said, in a recent address, that the public schools are aiding the progress of religious education, all talk to the contrary notwithstanding. "The education of the public school," he said, "is deeply, tho not specifically religious." He gave it as his belief that when "great apparent efforts are made to do this work in the schools less is accomplished than under the present system."

Some idea of the magnitude of the street cleaning operations in New York may be gained from the statement that it costs the city \$200,000 to have an average snowfall removed.

The semi-annual report of the local school board of the second Manhattan district to the end of 1902 presents the need of kindergartens. The district is a thickly populated one and has no public kindergarten within its limits. Sites suggested for such schools are 61 Henry street, adjoining the church of the Sea and Land, and 15 Hamilton street.

P. S. No. 136, at 70 Monroe street, is to be closed May 1 for the East River bridge. It is attended by 800 children who will be left without school accommodation. The board urges the leasing and fitting up of temporary quarters.

Local school board for district No. 28, Brooklyn, recommends the erection of a new building of thirty-two class-rooms in place of P. S. No. 6. The old school is

reported as defective in construction and plan, badly heated; the stairways are inadequate and would be dangerous in case of fire.

The local school board of district 46 is endeavoring to procure the replacing of a high school department at Tottenville, borough of Richmond. The board also protests against the withdrawal of transportation by the city. Until recently free transportation had been provided for the pupils of the Tottenville High school who had, upon the closing of that school, been transferred to the Stapleton High school. Since the first of last month free transportation has been refused. The action of the superintendents in causing the removal of the high school has been strongly condemned, and the withdrawal of the transportation promised is regarded as a breach of faith on the part of the board of education.

The cornerstone of the Manual Training High school, to be erected in Seventh avenue, Brooklyn, was laid on March 7. The new building will accommodate 2,575 pupils and will cost about \$500,000. The architect is Supt. C. B. J. Snyder, the efficient executive of the department of school buildings of the New York city board of education.

Stewart Culin, the curator of the museum of archaeology and palaeontology of the University of Pennsylvania, has accepted the place of curator of ethnology to the museum of the Brooklyn institute of arts and sciences. He expects to build up a great ethnological collection for the institution. Expeditions for acquiring antiquities are to be equipped on an extensive scale and sent out to all parts of the world.

The faculty of Teachers college announces an important course on "The Problems of Present Day Education" to be given next year by President Nicholas Murray Butler, of Columbia, and Dean James Earl Russell, of Teachers college. The course will consist of lectures, consultations, recitations, and occasional essays and will be given at 4:30 o'clock, on Wednesday afternoons, for the benefit of public and private school teachers who may desire to enroll themselves in it.

Following the announcement of the establishment of a Sunday school at Teachers college, comes the further information that a new course will be given next year by Dr. Richard Morse Hodge on the general subject of religious education. The course will consist of lectures, discussions, written and reference work, and the observation and practice of Sunday school management and teaching. Among the topics to be considered will be worship, discipline, salaried teachers, educational aims for different periods of child life, the distribution of Scripture, the use of manual work, apparatus, textbooks, excursions, and moral practice in courses in religious literature and history. Practical methods of reorganizing Sunday schools on pedagogical lines will be illustrated from examples of successful attempts.

Teachers college is now giving instruction to 1,777 men and women, exclusive of the 1,052 pupils in the Horace Mann and Speyer experimental schools. Of the total number 581 are candidates for the regular college degrees and 1,196 are extension students.

A course in spooling, warping, setting up the loom, and weaving on large hand looms has been established by the department of domestic art of Teachers college. The work is in the hands of Dr. Wendell Volk.

The budget of Columbia university shows that the cost of maintaining the educational work for the year 1903-1904 will be \$1,703,994.80. The estimated de-

ficit is \$150,000 which will have to be met by special gifts or by borrowing.

The trustees of Columbia university have announced that they intend to unify the work in physical education throughout the institution, and to bring it under the administration of one department, of which Dr. Thomas D. Woods, professor of physical education with a seat in the faculty of Teachers college, is to be the head.

Columbia university has decided upon a marked extension of its gymnasium work next year. For this purpose the university gymnasium proper will be put in charge of Dr. George L. Meylan, of Boston, after July 1. He has been, for seven years past, the director of the Y. M. C. A. gymnasium at Boston, and has given instruction in his subject at Harvard, where he took his baccalaureate degree before completing his course in medicine at New York university.

The Knights of Columbus have endowed a free scholarship at St. Francis college, Brooklyn, which will give the successful applicant an education of eight years. The scholarship will be awarded by a competitive examination.

Barnard college has received \$1,000,000 for the purchase of land to provide for the growth of the college in the future. The trustees of the college have completed arrangements for the purchase of three blocks immediately south of the present Barnard college buildings. The property is 725 by 200 feet and comprises about sixty city lots. It is the intention of the trustees to develop this property as rapidly as funds are provided. The college is already in need of an academic building and some new dormitories.

President Butler expressed himself most enthusiastically over this addition to the resources of Barnard college, the development of which, he said, was now made certain. He pointed out that the purchase of this site was also a most decided addition to the equipment of the university as a whole, inasmuch as it protects the present site on the west in such a way as to remove all danger of the university buildings being flanked by modern sky-scrappers erected on the west side of Broadway.

### Results of Medical Inspection.

The figures of the health department show that the number of contagious diseases in New York city, during this winter, has only been one-half of what it was last year. The cause of this improvement is said to be the physical examination of the school children once a week. Under this system disease of any sort, contagious or otherwise, has not much opportunity to gain headway. By this means, especially harassing ills of childhood, such as measles, mumps, and whooping cough, have been kept from spreading. Certain figures of these reports might be misconstrued. For instance in January, 1902, there were thirteen children and in January, 1903, forty-nine excluded from the schools on account of whooping cough. This does not indicate that whooping cough is that much more prevalent this winter, but that more stringent examinations have recognized cases which before were not recognized, and therefore left in school to spread among other pupils. Of the contrasting results of the two systems of examination, an important example is that which occurs in the cases of trachoma. In January, 1902, 365 cases were serious enough to be noticed by the teachers and excluded from school. In January, 1903, this number came up to 5,485,

the result of special attention on the part of the examiners. The prevalence of this disease is shown by the fact that this large number of cases was discovered,

altho nearly 13,000 cases had been discovered in the three months preceding.

### Pensioners of the Board.

A new requirement has been made for the purpose of keeping retired teachers in closer touch with the department of education.

There are about 500 retired teachers. To each of them has been sent a circular which says in part:

"The board of education believes that it should keep in closer touch with you than heretofore, and wishes that you should consider yourselves—as it considers you—still vitally associated with the public school system, with which you were so long actively and honorably connected. As one means to this end, it is of the opinion that your correct addresses should be kept on file in the board's offices and any change of address recorded."

"There is no desire to impose any needless burden on you, but good business management renders it important—nay, necessary—that you should report to the board from time to time. As your retirement checks are paid to you thru the department of finance this board has no means of keeping in communication with you unless you write to it at intervals."

The circular states that every six months a postal will be sent them on which they are to record the date, any change of address, and their signature; the postal must then be returned to the board of education. This warning is added:

"Should the board fail to hear from you within a reasonable time after the postal is forwarded to you it may be necessary to withhold your name from the pay-roll until the postal card is received."

### The Training of Boys' Voices.

Dr. John Dawson has been lecturing under the auspices of the free lecture courses of the board of education on "The Voice of the Boy," and has aroused not a little interest in this subject. His fourth and last lecture this season will be given April 30 in Public School 51, Forty-fourth street, New York.

Dr. Dawson has been investigating this subject during the past nine years and issued a brochure, a short time ago, treating it in a comprehensive and interesting manner. He claims that the break in the boy's voice is unnecessary and positively injurious to the future man's voice. The voice of boyhood and the voice of manhood are closely related sections of the complete male voice, the boy using the upper part and the man the lower.

The break is caused by the misuse of the voice, due partly to bad usage and partly to the formation of a pitch habit, which the boy cannot overcome unaided. The larynx grows gradually, even as the boy does, and the pitch should go down gradually until it reaches the man's voice. The lecturer claims that this is the natural method of change, but the pitch habit stands in the way and puts off the change as long as possible, with the result that great strain is put upon the delicate vocal organs by using the voice at too high a pitch. The tension produces serious congestion and the break ensues. Most boy voices break in changing; indeed, this has been recognized as the orthodox method of change. Dr. Dawson claims that adequate training to facilitate a gradual change can be given in school in the regular singing lesson.

The break is injurious to the future man's voice, as he must use the same vocal organs, and the strain which causes the break can never be overcome. Also, because that part of the boy's voice required to be developed into the upper part of the man's voice, especially in tenors, is entirely lost. The result is to dwarf the adult voice—to restrict it in range,

power, quality, flexibility, and endurance. This new method is needed in order to counteract the harmful effect on the voice of successive generations of broken voices.

Dr. Dawson is looking for opportunities to address teachers and to introduce his system into regular school work.

### Wadleigh Day.

Dedication exercises of the Wadleigh High school were held on February 23 in the presence of Mayor Low, Pres. Henry A. Rogers, of the board of education, city officials, and an assemblage of pupils and their friends. The building was opened for the reception of pupils last September while still far from completed. It now accommodates 2,800, and is already overcrowded.

All the speakers paid high tribute to Lydia F. Wadleigh as a pioneer in the field of the higher education of women. Chairman William Lummis, of the building committee of the board of education, presented the key of the school to President Rogers, and in doing so reviewed the efforts that have been made to establish high schools in New York.

Mr. Rogers, taking the key, said the school was a worthy monument to the woman whose name it bears and urged the students to be worthy of their inheritance.

Mayor Low said that he believed in high schools for the reason that they enabled the children of the poor to obtain an education which might otherwise be denied them, and because they were a valuable outlet for the elementary schools.

City Supt. William H. Maxwell made the principal address, saying in part:

"In New York the first school established by the early Dutch settlers was what we would call a primary school. The Dutch schools, the true progenitors of the state, languished and died out during the long period of English sovereignty from 1660 until the Revolution. With its cosmopolitan, heterogeneous, and often transitory population, New York city for many years made little or no effort toward establishing public schools. Finally, they grew out of the old Public Education Society and did not pretend to go beyond very elementary work. Two high schools were established about fifty years ago; they were allowed to grow into the Normal college and the College of the City of New York, educating only a select few of the graduates of the elementary schools and gradually assuming other functions until their high school duties were almost forgotten.

"It was not until 1897 that, under the leadership of Henry W. Taft, chairman of the committee on high schools under Mayor Strong, the city of New York determined to have what every good-sized village in the state already possessed, high schools devoted exclusively to secondary education. The original scheme was to establish three high schools of what might be called the regular or traditional type and a manual training high school. The latter has not yet been established, tho I hope to see it commenced before the close of the present year. On the other hand, the original plan has been enlarged by the establishment of two institutions of a special type—a high school of commerce and a technical high school for girls."

### Recent Deaths.

Prof. A. P. Northrop, for thirty years associated with the management of the Flushing institute, died on March 5.

The Rev. Dr. William E. Edwards, professor of moral philosophy at Randolph-Macon college, at Ashland, Va., died on March 5. He was a prominent figure in the Methodist Episcopal church, South.

During the War of the Rebellion he served as chaplain in the Confederate army.

Martin Ingham Townsend, a regent of the University of the State of New York, died on March 8. He was born in 1810 and was graduated from Williams college in 1833. In 1875 he became a member of Congress, where he served two terms. In the same year he was made a regent of the state university. He was a member of the constitutional conventions of 1867 and 1890. The degree of LL.D. was conferred on him by Williams college in 1866.

The Rev. William B. Chamberlain, director of music in Chicago Theological seminary, died suddenly on March 7. He was formerly professor of elocution and church music at Oberlin college but went to Chicago ten years ago. He was the author of several works on elocutionary expression.

Charles Wingate, a well-known educator, died at Brooklyn on March 2. As early as 1834 he was a teacher in Erasmus Hall, Brooklyn, and later he opened a school in Manhattan with Daniel Breed. Mr. Wingate was ninety years of age. Up to the time of his death he was the oldest living graduate of Dartmouth college.

Alva C. Collson, who has been superintendent of manual training in the public schools of Yonkers for a number of years, died recently at the age of thirty-seven.

The Rev. T. P. Dennis, president-emeritus of St. Charles college, the preparatory school for St. Mary's seminary, Baltimore, died at Ellicott City, Md., aged eighty-three years. He was formerly president of the Sulpician Seminary at Montreal, but went to St. Charles forty-three years ago.

Lucius H. Birdsey died at his home in Oneida, N. Y., on March 2. For thirteen years prior to 1863, he was principal of the advanced school in Utica; seven years at Green Island near Troy; three years at Rome; two years at Saginaw, Mich.; five years at Oneida; two years at Oneida Castle; besides teaching at Whitestown and in other localities.

Prof. Gaston Paris, a famous French philologist, member of the French academy, and professor of the College of France, is dead. He was born in 1839 and was educated at Rollin college and the Universities of Göttingen and Bonn. In 1865 he received the degree of doctor of letters. In 1876 he was chosen as a member of the Academy of Inscriptions.

Professor Paris's specialty was old French language and literature. From being a professor of French grammar in a free school he became the head of the department of Romance languages in a high school. Thence he rose to a place in the faculty of the College de France, where he took his father's place in 1872.

Probably the best-known work of Gaston Paris is his "Study of the Influence of the Latin Accent on the French Tongue." This exhaustive treatise appeared in 1862 and elicited much praise. In 1866 his "Poetic History of Charlemagne" brought to him the Gobert prize offered by the Academy of Inscriptions, and in 1872 he won the same prize with his "Life of St. Alexis."

In 1865 Professor Paris helped found the *Revue Critique*, and in 1872 the *Romania*. Later he established the *Revue Historique*. With two other scholars he translated Friedrich Diez's "Grammar of the Romance Languages."

To Professor Paris belonged the credit of introducing to the modern world the beautiful twelfth century romance "Au-cassin and Nicolette." His edition of it appeared in 1878.

### Here and There.

The Ohio State Teachers' Association will meet at Put-in-Bay, June 30 and July 1 and 2.

Supt. Paul A. Cowgill, of Michigan City, Ind., has been offered the presidency of the State Normal school, at Boise City, Idaho. Mr. Cowgill has been connected with educational work in Michigan for a number of years.

Secretary of the Interior Hitchcock has detailed Supt. Samuel M. McGowan, of the Chilocco Indian school, Oklahoma, to take charge of an Indian exhibit at the St. Louis exposition.

DYER, TENN.—Prof. T. A. Mitchell, of Jackson, has been elected president of West Tennessee college.

Prof. Andrew McLaughlin, of the University of Michigan, has been offered the chair of history in the Carnegie institution.

TERRE HAUTE, IND.—All the schools of this city have been compelled to close and 7,000 pupils are idle on account of a temporary restraining order granted by the courts to the anti-vaccinationists of the city. The doors of the schools had been closed to unvaccinated children and the court was appealed to by the parents to compel the principals to receive them. The result is that the whole school system has stopped running.

Dr. Daniel C. Gilman, for many years president of Johns Hopkins university, has been elected president of the American Bible Society. Since 1900 the society has been without a head. It is believed that Dr. Gilman will accept the position.

SCOTTSBORO, ALA.—Citizens of this place have offered 420 acres of land to the trustees of the Peabody fund if they will use it as a site for the proposed teachers college. There are no other conditions attached to this donation.

The annual session of the Conference for Education in the South will be held at Richmond, Va., April 22-24, with excursions to the University of Virginia and Fortress Monroe, April 25 and 27. The anniversary exercises of the Hampton institute and presentation of the Huntington library will follow, on April 28 and 29.

MERIDIAN, MISS.—The main building of the Mississippi Female college was destroyed by fire on the night of Feb. 24. The 200 girls in the building escaped uninjured but lost most of their belongings. The loss will be large.

The Northeastern Ohio Teachers' Association held its annual business meeting in Cleveland on Feb. 28. This association is composed of all teachers in the high schools and public schools of the northeastern part of the state. The organization has been in existence for thirty years, one of the founders being E. F. Moulton, superintendent of the Cleveland schools. The officers of the meeting were: President, Bettie A. Dutton, Cleveland; secretary, Fred Schnee, Cuyahoga Falls; treasurer, H. A. Redfield, Nottingham.

The University of Nebraska Summer school is to be on a larger scale this year than formerly, and the program will be arranged particularly to meet the needs of teachers. Among the lecturers from other institutions will be Prof. M. V. O'Shea, professor of education at the University of Wisconsin, and Prof. Wilbur Jackman and Miss Zenia Barber, of the University of Chicago School of Education.

Supt. F. Louis Soldan, of St. Louis, will give two courses in education at the Columbia summer session.

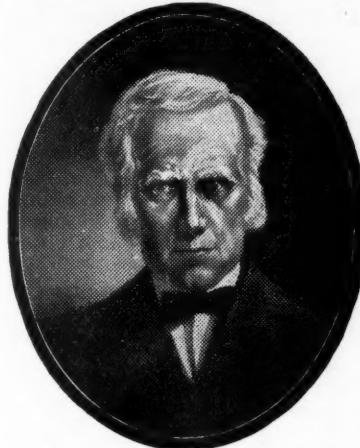
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The biennial report of Chancellor Andrews, of the University of Nebraska, urges an appropriation of \$100,000 for the establishment of a college of engineering, features of which would be a four-years' course in agricultural engineering, courses in architecture, and a professorship in the history and criticism of the fine arts.

According to reports from Freiburg, Baden, Prof. Herman Eduard von Holst, professor of history at the University of Chicago, is dying.

By the collapse of a scaffold forty feet above the pavement at the new South Division high school of Chicago twelve workmen were severely injured, some of them probably fatally.

A student at Northwestern university has become insane as the result of attempting to live on \$2 a week. He cooked his own meals and practiced many other

economies. Besides denying himself food he worked hard and it is thought that this had much to do with his illness.

The executive board of the Religious Education Association recently organized in Chicago by electing President Harper, of the University of Chicago, chairman, and Pres. Henry C. King, of Oberlin, vice-chairman. The board expects to divide the work into fifteen departments each with permanent secretary.

The University of Chicago is to confer the honorary degree of doctor of laws on M. Jean Jules Jusserand, ambassador of France to the United States.

Eighty of 250 students, who took the recent entrance examination in English at Northwestern university, failed to pass the test which consisted, to a large extent, in spelling words taken from papers written by former students in the English classes.

## New England Notes.

The board of trustees of Wellesley college has made provision for a department of pedagogy by the promotion of Dr. Anna Jane McKeag to the office of associate professor.

CHELSEA, MASS.—Miss Hannah L. Kendall and Miss Lillian A. Richardson have both resigned their positions in the Cary school.

HAVERHILL, MASS.—Mr. Harry L. Pierce, sub-master of the high school, has resigned. He contemplates entering business in Worcester.

HANOVER, N. H.—Dr. Ernest F. Nichols, Wilder Professor of Physics in Dartmouth college, has received a call to the chair of physics in Columbia university and has resigned. At Columbia he will have the charge of the Phoenix research laboratory for which large endowments have been lately received. He is a graduate of Cornell, and received the degree of D.Sc. from that university in 1897. Later he became professor of physics in Colgate university, and in 1898 was elected at Dartmouth. He is a member of the Physical Society of America, and assistant editor of the *Astrophysical Journal*.

Henry Kirke Porter, member of Congress from Pittsburg, has given \$3,000 to Brown university for the purchase of machinery for the equipment of the new engineering laboratory.

STAMFORD, CONN.—George O. Bowen, formerly superintendent of musical instruction in the schools at Homer, N. Y., has been elected director of music teaching in the public schools of this place. The school committee of Stamford has decided to introduce the Weaver system of instruction. Mr. Bowen has had thirteen years' experience in teaching music.

## Minnesota.

The resignation of Prof. W. F. Phelps from the normal school board of Minneapolis, after forty-four years spent in efforts to build up the normal schools of the state was marked by a high appreciative letter from Gov. R. Van Sant in which he thanked Professor Phelps most heartily on behalf of the state for his long service in the cause of education especially in the preparation of teachers.

A great change has been witnessed by Professor Phelps since he graduated from the Albany Normal school in 1844; there were but three such schools then and the public hesitated over the expense of sustaining them; now 170 such schools exist, almost every state having one or more. During most of this period Professor Phelps has been connected as teacher or principal with normal schools at the East or West.

## Magazines.

*Real Things in Nature*, a reading book of science for American boys and girls, by Dr. Edward S. Holden, librarian of the United States Military academy, West Point, has been published by the Macmillan Company. It presents to children, a view of the world which will be, it is hoped, in its degree, complete, useful, and interesting. The fundamental ideas of science and its methods are here insisted upon. The main object is to teach ideas. The book is designed to supplement the instruction which the pupil has gained from other text-books.

*The International Studio*, an illustrated monthly magazine of fine and applied art (John Lane, New York, publishers), is well-nigh indispensable for one who would keep informed in regard to the world of art. The February issue has among its articles an elaborately illustrated one on "The Etched Work of Alphonse Legros," by Walter Shaw Sparrow, and also one on the "Turin Exhibition." In the March issue the leading articles are "Mr. Frank Brangwyn's Landscapes and Still Life," by Selwyn Image; "A Young Sculptor: Mr. Reginald F. Wells and His Rustic Art," "The New Solid Oil-Colors," and "The Arts and Crafts Exposition." All these articles are abundantly illustrated and the magazine as a whole is in the highest style of pictorial and typographic art.

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I am fifty-two years old and for forty years of that time I have been a chronic catarrh sufferer, says Mr. James Gieshing of Allegheny City. With every change of weather my head and throat would be stuffed up with catarrhal mucus.

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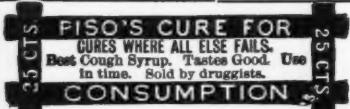
## Literary Notes.

In the March number of the *International Studio* there begins a series of articles on the Arts and Crafts exhibition at the New Gallery, London. This exhibition has been seriously criticised by many American papers, and it is interesting to compare the English views. Probably the most popular contribution to this number is an article on Frank Brangwyn's work, illustrated by several color plates. This is followed by an article on the work of a young sculptor, Reginald F. Wells, a disciple of Millet. The number ends with the usual studio talk from all over the world, accompanied by illustrations of every variety of process of reproduction.

George H. Locke has published "A Bibliography of Secondary Education." This is a classified index of the first ten volumes of *The School Review* which Mr. Locke edits.

The index to the bibliography shows that Mr. Locke has divided the contents of the *Review* into (1) Biographies, and Articles on (2) Educational Associations and Conferences; (3) Bibliographies; (4) Educational Conditions and Tendencies Thruout the World; (5) Higher Education; (6) The High School in its relation to the college, to grammar grades, to the pupil, and to society; (7) History of Education; (8) Libraries; (9) Psychology and Pedagogy; (10) Supervision and Inspection; (11) Training of High School Teachers; (12) Courses of Study in General; (13) Course in particular branches. The last named articles are divided into those dealing with the college entrance requirements in each subject, the methods of teaching each, the aims and values of each, and suggestive courses in each. Thus, it includes articles on every problem of secondary education.

This classification greatly increases the convenience of the work, and does away with most of the deficiencies and perplexities of the ordinary index. Mr. Locke has further enhanced the value of his "Bibliography," by indexing the editorial notes in the *Review* as well as the articles themselves. (The University of Chicago Press. Price, 25 cents.)



One of the most noticeable features of *Harper's Magazine* for March consists of the illustrations in color, including a frontispiece by Edwin A. Abbey. The number contains an abundance of fiction and miscellaneous articles, besides verse of high quality. Among the writers are Algernon C. Swinburne, Julian Ralph, Maurice Hewlett, Ruth McEnery Stuart, Thos. A. Janvier, Mrs. Humphrey Ward, and others. William Dean Howells contributes to the "Easy Chair."

The life and work of Alice Freeman Palmer are to be commemorated, not only in the great fund and its work, but also in a beautiful volume containing the speeches made at the memorial meeting by those who could most justly appreciate her, her contemporary peers as educators, and by Caroline Hazard, as a representative of the younger generation. Five portraits in photogravure will illustrate the work, which will be published by Houghton, Mifflin & Company.

## Norris and the Pit.

There is a graphic little story about the late Frank Norris and his authorship of "The Pit," which is now said to be the best selling book in the United States. It goes to prove that the most convincing touches in fiction are not necessarily copied from life, and that even an avowed realist may sometimes be misled. During his last year in New York Mr. Norris formed a rather close friendship with Edwin Lefevre, the author of "Wall Street Stories," and it was at one time agreed between them that Mr. Lefevre should revise the proofs of Mr. Norris's story "The Pit," in all the chapters relating to the wheat market, receiving due credit in the preface for his share of the work. As it turned out, they never succeeded in coming together for that purpose, and the plan was abandoned. But frequently, at Norris's request, Mr. Lefevre explained the intricacies of stock markets, speculations, corners, and the like, and, one night, he found himself lauded upon an eloquent description of a panic. He described the pandemonium reigning on the floor of the Exchange, the groups of frenzied, yelling brokers, the haggard faces of men to whom the next change of a point or two meant ruin. And then he followed one man in particular thru the events of the day, and pictured him groping his way blindly out of the gallery, a broken, ruined man. So far Mr. Lefevre had told only what he had seen all too often with his own eyes. But, at this point, carried away by his own story, he yielded to the temptation to "fake" a dramatic conclusion, and he told how the man was still striding restlessly, aimlessly along the corridor, when the elevator shot past and someone shouted "Down!" and the ruined man, his mind still bent upon the falling market, continued his nervous striding, gesticulating fiercely and repeating audibly, "Down! down! down!" "There you are!" interrupted Mr. Norris, springing up excitedly: "there you are! That is one of those things that no novelist could

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